

SELF APPRAISAL REPORT (SAR)

(2014-15)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION
COUNCIL, BANGALORE - 560072**



D.A.V. COLLEGE OF EDUCATION

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CONTENTS

Particulars	Page Numbers
PART- I: INSTITUTIONAL DATA	
A. Profile of the Institution	7-9
B. Criterion-wise Inputs	10-34
PART-II THE EVALUATIVE REPORT	
A. Executive Summary	36-40
B. Criterion wise Evaluative Report	
Criterion I: Curricular Aspects	41-70
Criterion II: Teaching- Learning and Evaluation	71-116
Criterion III: Research, Consultancy and Extension	117-148
Criterion IV: Infrastructure and Learning Resources	149-173
Criterion V: Student Support and Progression	174-205
Criterion VI: Governance and Leadership	206-250
Criterion VII: Innovative Practices	251-267
C. Best Practices	268-279
D. Mapping of Academic Activities of the Institution	281
E. Value Framework for Assessment of Higher Education Institution and suggested Parameters	282-284
F. Declaration by the Head of the Institution	285

ANNEXURE

- Annexure-I:** Teacher Education Scenario in Punjab
- Annexure-II:** Institutional Academic Calendar 2014-15
- Annexure-III:** Time Table of M.Ed. and B.Ed. 2014-15
- Annexure-IV:** Syllabus

IV(i) M.Ed. 2013-14

IV (ii) B.Ed. 2013-14

Annexure-V: Master Plan of the Institution

Annexure-VI: Feedback Performas

VI(i) Feedback on Curriculum by Students

VI (ii a,b,c &d) Feedback on the Performance of Faculty by Students

VI(iii) Feedback on Overall Effectiveness of Institution by Students

VI(iv) Feedback on Overall Programme and Teaching by Students

VI(v) Feedback from Employer

VI(vi) Feedback from Parents

VI(vii)Self Appraisal of Teachers

Annexure-VII: Audited Income-Expenditure Statement

Annexure-VIII: Recognition Order Issued by N.C.T.E for M.Ed. and B.Ed.

Annexure-IX: University Results

IX (i) M.Ed. 2014-15

IX (ii) B.Ed. 2014-15

Annexure-X: Feedback Performa on Teaching Practice

X(i)Pupil Teacher Feedback by Teacher of Teaching Practice School

X(ii) Pupil Teacher Feedback by Head of Teaching Practice School

X(iii) Pupil Teacher Feedback by Teacher Educator

X(iv) Pupil Teacher Feedback by Peer

Annexure-XI: Seminars/Workshops attended, Papers presented and publications by the Faculty

XI(i) Faculty participation in Workshops/Seminars/Conferences

XI(ii)Paper Presentation in Workshops/Seminars/Conferences

XI(iii)GOC and Refresher Courses attended by the Faculty

XI(iv)Invited Lectures and Chairmanship at Conference/Seminar/FDP

XI(v) Seminars/Guest Lectures/Workshops Since 2010-2015

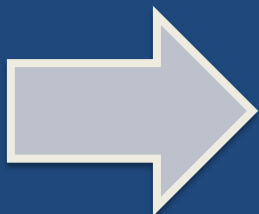
XI(vi)List of Publications by the Faculty

PHOTO GALLERY

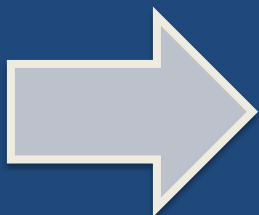
LIST OF TABLES

Table No.	Detail	Page No.
Table 3.1	Details of the Conference/Seminars/Workshop Organized by the Faculty	121
Table 3.2	List of journals (2010-2011 to 2014-2015)	127-128
Table-4.1 (a)	Academic Infrastructural facilities available in the Institution	149-150
Table-4.1(b)	Administrative Infrastructural facilities available in the Institution	150
Table-4.1(c)	Hostel Infrastructural facilities available in the Institution	151
Table-4.1(d)	Infrastructural facilities available in the Institution on Sharing basis	151
Table 4.1(e)	Total amount invested for developing infrastructure for last five years	151
Table 4.2	Budget allocation and utilization for the maintenance of Infrastructure for the last five years (2010 to 2015)	156
Table 4.3 (a)	Library resources available in the Institution	159-160
Table 4.3(b)	Members of the library advisory committee	161
Table 4.4	ICT facilities available in the Institution	164-165
Table – 5.1 (a)	Dropout Rate of M.Ed. Students	177
Table – 5.1 (b)	Dropout Rate of B.Ed. Students	177
Table – 5.2	List of NET, TET, CTET Qualified Students	179
Table 5.3	Details of % age of students gone for higher studies and teaching jobs	180
Table – 5.4	Details of students placed through placement cell of the college in the last two years	181
Table 5.5	Details of students placed through placement cell of the college in the last two years	182
Table – 5.6	Current office bearers of Alumni Association	192
Table – 5.7	Top ten alumni and their present designation	193
Table – 5.8 (a)	Details of student achievements in youth festival (2012-13)	195-197
Table – 5.8 (b)	Details of student achievements in Annual Athletic Meet (2012-13)	198
Table – 5.8 (c)	Details of student achievements in Annual Athletic Meet (2013-14)	199
Table – 5.9	Members of Student Council (2014-15)	201

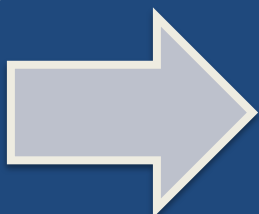
Table 6.1	Organizational Structure of D.A.V College Hoshiarpur Society (Regd.), Hoshiarpur	209
Table 6.2	List of different committees and details of meetings held and decisions taken	215-225
Table 6.5 (a)	Details of UGC grant during XI th plan Year	247
Table – 6.5(b)	Budget allocations over the past five years	248
Table 7.1 (a)	The composition of the IQAC for the session 2014-15	251-52
Table 7.1(b)	Details of meetings of IQAC in session 2014-15	252



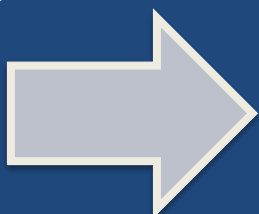
Part I



Institutional Data



A- Profile of the institution



B- Criterion- Wise inputs

A. Profile of the Institution

1. **Name and address of the Institution:** D.A.V. College of Education, Arya Samaj Road, Hoshiarpur
2. **Website URL** **www.davcehsp.com**
3. **For communication:** **Office**

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Head/Principal	01882-243134	01882-243134	shyamanand16@gmail.com
Vice-Principal	01882-222016	01882-243134	davcollegeofeducation@gmail.com
Self – appraisal Co-ordinator	01882-222016	01882-243134	davcollegeofeducation@gmail.com

Residence

Name	Mobile Number
Head/Principal	+91-94176-78575
Vice-Principal	+91-94176-36006
Self – appraisal Co-ordinator	+91-94176-36006

4. Location of the Institution:

Urban ☒ Semi Urban ☒ Rural ☒ Tribal ☒

Any other (specify and indicate) ☒

5. Campus area in acres:

0.82

6. Is it a recognized minority Institution?

Yes



No



7. Date of establishment of the Institution:

Month	Year
MM	YYYY
August	1966

8. University/Board to which the Institution is affiliated:

Panjab University, Chandigarh

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

	Month	Year
2 (f)	August	1977-78

	Month	Year
12 (B)	August	1977-78

10. Type of Institution

a. By funding

i. Government

☐

ii. Grant-in-aid

☒

iii. Constituent

☐

iv. Self-financed

☐

v. Any other (specify and indicate)

☒

Academic Staff Activity Fund

b. By Gender

i. Only for Men

☐

ii. Only for Women

☐

iii. Co-education

☒

c. By Nature

i. University Dept.

☐

ii. IASE

☐

iii. Autonomous College

☐

iv. Affiliated College

☒

v. Constituent College

☐

11. Does the University / State Education Act have provision for autonomy?

Yes

☒

No

☐

If yes, has the Institution applied for autonomy?

Yes

☐

No

☒

12. Details of Teacher Education programmes offered by the Institution:

Sr. No.	Level	Programme/Course	Entry Qualification	Nature of Award	Duration	Medium of Instruction
1.	Under Graduate	B.Ed.	B.A./M.A./M.Sc./ B.Sc./ B.Com.	Degree	1 year	Eng/Hin/ Pbi
2.	Post Graduate	M.Ed.	B.Ed.	Degree	1 year	Eng/Hin/ Pbi

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. and date	Valid Up to	Sanction Intake
Post Graduate	M.Ed.	D.O. No. 49- 4/2010/PT/NCTE/N&S Dated : 30.07.10	Permanent	35 Seats Annual
Under Graduate	B.Ed.	F.No./NRC/NCTE 99- 2000/B.ED/PB/99/8790 Dated: 29.06.99	Permanent	300 Seats Annual

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated

Vision	Yes	✓	No	✗
--------	-----	---	----	---

Mission	Yes	✓	No	✗
---------	-----	---	----	---

Values	Yes	✓	No	✗
--------	-----	---	----	---

Objectives	Yes	✓	No	✗
------------	-----	---	----	---

2. A) Does the Institution offer self-financed programme(s)?

Yes	✗	No	✓
-----	---	----	---

3. Are there programmes with semester system?

Yes

4. Is the Institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes	✓	No	✗
-----	---	----	---

If yes, how many faculty members are on the various curriculum development/vision committees/boards of universities/regulating authority?

03

5. Number of methods/elective options (programme wise)

B.Ed.	14
M.Ed.	03

6. Are there Programmes offered in modular form

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Number	01		

8. Are there Programmes with faculty exchange/visiting faculty

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

- Academic peers

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

- Alumni

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

- Students

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

- Employers

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

10. How long does it take for the Institution to introduce a new programme within the existing system?

One year

11. Has the Institution introduced any new courses in teacher education during the last three years?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

12. Are there courses in which major syllabus revision was done during the last five years?

Number	02
--------	----

13. Does the Institution develop and deploy action plans for effective implementation of the curriculum?

Yes	✓	No	✗
-----	---	----	---

14. Does the Institution encourage the faculty to prepare course outlines?

Yes	✓	No	✗
-----	---	----	---

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- | | |
|--|---|
| a) Through an entrance test developed by the Institution | <div style="border: 1px solid black; padding: 2px; text-align: center;">✗</div> |
| b) Common entrance test conducted by the University/Government | <div style="border: 1px solid black; padding: 2px; text-align: center;">✗</div> |
| c) Through an interview | <div style="border: 1px solid black; padding: 2px; text-align: center;">✗</div> |
| d) Entrance test and interview | <div style="border: 1px solid black; padding: 2px; text-align: center;">✗</div> |
| e) Merit at the qualifying examination | <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> |
| f) Any other (specify and indicate) | <div style="border: 1px solid black; padding: 2px; text-align: center;">✓</div> |

(If more than one method is followed, kindly specify the weightages)

✗

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year

17.07.2014

b) Date of last admission

B.Ed.-08/08/2014,
 M.Ed.-4/9/2014

c) Date of closing of the academic year

31.05.2015

d) Total teaching days

182

e) Total working days

210

3. Total number of students admitted

Number	Number of Students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
B.Ed.	18	275	293	3	76	79	15	189	214
M.Ed. (Full Time)	5	29	34	4	12	16	1	17	18

4. Are there any overseas students ? Yes

✗

No

✓

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

B.Ed.

M.Ed.

a) Unit cost excluding salary component

11046.19

11046.19

b) Unit cost including salary component

73010.71

224898.08

(Please provide the unit cost for each of the programme offered by the Institution as detailed at Question 12 of profile of the Institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programme	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
B.Ed.	84.6	50	74	45
M.Ed.	78.33	55	74	50

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

✓

No

✗

8. Does the Institution develop its academic calendar?

Yes

✓

No

✗

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
B.Ed.	63%	22%	15%
M.Ed.	65%	14%	21%

10. Pre-practice teaching at the Institution

a) Number of pre-practice teaching days

0	2
---	---

b) Minimum number of pre-practice teaching lessons given by each student

0	2
---	---

11. Practice Teaching at School

a) Number of schools identified for practice teaching

1	3
---	---

b) Total number of practice teaching days

4	5
---	---

c) Minimum number of practice teaching lessons given by each student

6	0
---	---

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lesson Plan in Simulation	05	No. of Lesson Pre-Practice teaching	02
----------------------------------	----	-------------------------------------	----

13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes	✓	No	✗
-----	---	----	---

14. Does the Institution provide for continuous evaluation?

Yes	✓	No	✗
-----	---	----	---

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
B.Ed.	30%	70%
M.Ed.	20%	80%

16. Examinations

a) Number of sessional tests held for each paper	0	1 per semester
b) Number of assignments for each paper	0	2 per semester

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	NO
Computers	✓	✗
Intranet	✗	✓
Internet	✓	✗
Software / courseware (CDs)	✗	✓
Audio resources	✓	✗
Video resources	✓	✗
Teaching Aids and other related materials	✓	✗
Any other (specify and indicate)	✗	✗

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	✗
-----	---	----	---

Number	2
--------	---

19. Does the Institution offer computer science as a subject?

Yes	✗	No	✓
-----	---	----	---

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	6	35.3%
--------	---	-------

2. Does the Institution have ongoing research projects?

Yes	✗	No	✓
-----	---	----	---

3. Number of completed research projects during last three years.

Nil

4. How does the Institution motivate its teachers to take up research in education? (Mark for positive response and X for negative response)

Teachers are given study leave	<input checked="" type="checkbox"/>
Teachers are provided with seed money	<input checked="" type="checkbox"/>
Adjustment in teaching schedule	<input checked="" type="checkbox"/>
Providing secretarial support and other facilities	<input checked="" type="checkbox"/>
Any other specify and indicate	<input checked="" type="checkbox"/>

5. Does the Institution provide financial support to research scholars?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

6. Number of research degrees awarded during the last 5 years.

a.	Ph.D.	<input checked="" type="checkbox"/>
b.	M. Phil.	<input checked="" type="checkbox"/>

7. Does the Institution support student research projects (UG & PG)?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

8. Details of the Publications by the faculty (Last five years)

	YES	NO	NUMBER
International Journals	<input checked="" type="checkbox"/>		19
National Journals	<input checked="" type="checkbox"/>		18
Referred Papers	<input checked="" type="checkbox"/>		12
Non Referred Papers	<input checked="" type="checkbox"/>		06
Academic articles in reputed magazines/ newspapers	<input checked="" type="checkbox"/>		06
Books	<input checked="" type="checkbox"/>		09
Any other (specify and indicate)			

9. Are there awards, recognition, patents etc received by the faculty?

Yes	✓	No	
-----	---	----	--

Number	3
--------	---

10. Number of papers presented by the faculty and students (during last five years):

Faculty Students

National Seminars

77	4
02	2

International seminars

Any other academic forum

11. What types of instructional materials have been developed by the Institution?

(Mark '✓' for yes and 'X' for No.)

Self-instructional materials

☒

Print materials

☒

Non-print materials (e.g. Teaching

☒

Aids/audio-visual, multimedia, etc.)

☒

Digitalized (Computer aided instructional materials)

Question bank

☒

Any other (Specify and indicate)

☒

12. Does the Institution have a designated person for extension activities?

Yes		No	✓
-----	--	----	---

13. Are there NSS and NCC programmes in the Institution?

Yes		No	✓
-----	--	----	---

14. Are there any other outreach programmes provided by the Institution?

Yes	✓	No	✗
-----	---	----	---

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

11

16. Does the Institution provide consultancy services?

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
-----	-------------------------------------	----	-------------------------------------

In case of paid consultancy what is the net amount generated during last three years.

NIL

17. Does the Institution have networking/linkage with other Institutions/ organizations?

Local Level	<input checked="" type="checkbox"/>
State Level	<input checked="" type="checkbox"/>
National Level	<input checked="" type="checkbox"/>
International Level	<input checked="" type="checkbox"/>

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

27132.24 Sq. mts.

2. Are the following laboratories been established as per NCTE Norms?

a) Method labs	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
b) psychology lab	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
c) science lab(s)	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
d) Educational Technology lab	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
e) Computer Lab	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>
f) Workshop for preparing teaching aids	Yes <input checked="" type="checkbox"/>	No <input checked="" type="checkbox"/>

3. How many Computer terminals are available with the Institution?

26

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

100341

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

60090

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

23550

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

3.05%

8. Has the Institution developed computer-aided learning packages?

Yes

☒

No

☐

9. Total number of posts sanctioned

Teaching

19

Non-Teaching

10

10. Total number of posts vacant

	M	F
Teaching	08	03
Non- Teaching	02	---

11. a. Number of regular and permanent teachers
(Gender Wise)

Open

Reserved

Assistant Professor

M	F
--	7

M	F
--	--

Associate Professor

M	F
3	4

M	F
--	--

b. Number of temporary/ad-hoc/part-time teachers
(Gender -wise)

Open

Reserved

Assistant Professor

M	F
2	6

M	F
2	1

c. Number of teachers from

Same state

25

Other states

12. Teacher student ratio (program-wise)

Programme	Teacher wise Ratio
B.Ed.	1:13
M.Ed.	1:4

13. a. Non-teaching staff

Open

Reserved

Permanent

Temporary

M	F
5	--
1	1

M	F
3	--
3	1

14. Ratio of Teaching – non-teaching staff

1.64:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

63.61%

16. Is there an advisory committee for the library?

Yes

☒

No

☐

17. Working hours of the Library

On working days

8 Hours

On holidays

7 Hours

During examinations

7 Hours

18. Does the library have an Open Access?

Yes

☒

No

☐

19. Total collection of the following in the library

a. Books

- Textbooks

8078

- Reference

1050

b. Magazines

7

c. Journals subscribed

- Indian journals

24

- Foreign journals

2

d. Peer reviewed journal

24

e. Back volumes of journals

834

f. E-information resources

- Online journals/e-journals

9

- CDs/ DVDs

105

- Databases

N-List

20. Mention the

Total carpet area of the Library (in sq. mts.)

139.35

Seating capacity of the Reading room

50

21. Status of automation of Library

Yet to intimate

☐

Partially automated

☒

Fully automated

☐

22. Which of the following services/facilities are provided in the library?

Circulation

☒

Clipping

☒

Bibliographic compilation

☒

Reference

☒

Information display and notification

☒

Book Bank

☒

Photocopying

☒

Computer and Printer

☒

Internet

☒

Online access facility

☒

Inter-library borrowing

☒

Power back up

☒

User orientation /information literacy

☒

Any other (please specify and indicate)

Referral Services

☒

Digitized Information/ Data

☒

Institutional Repository

☒

Training Program/Workshop

☒

New Arrivals Display

☒

23. Are students allowed to retain books for examinations?

Yes

☒

No

☒

24. Furnish information on the following

Average number of books issued/returned per day

50

Maximum number of days books are permitted to be retained

- By Students

15

- By Teachers

30

Maximum number of books permitted for issue

For students

4

For faculty

10

Average number of users who visited/consulted per month

2250

Ratio of library books (excluding textbooks and book bank facility) to the number of

students enrolled

27: 1

25. What is the percentage of library budget in relation to total budget of the Institution?

0.56%

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2011-12		2012-13		2013-14	
	Number	Total cost (In Rs.)	Number	Total Cost (in Rs.)	Number	Total cost (In Rs.)
Text books	92	25822/-	212	52910/-	300	76372/-
Other books(Reference)	21	5055/-	55	20980/-	33	9380/-
Journals/ Periodicals	11	4311/-	9	421/-	22	10100/-
Magazines	5	2069/-	4	2059/-	4	2139/-
CD's	30	----	40	----	65	----
e-journal +e-books	3100+7100 0	5000/-	3100+97000	5000/-	6000+97000	5000/-

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programme	2011-12	2012-13	2013-14
B.Ed.	04	06	05
M.Ed.	0	0	0

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	✗
-----	---	----	---

If yes, how many students are under the care of a mentor/tutor?

15

3. Does the Institution offer Remedial instruction?

Yes	✓	No	✗
-----	---	----	---

4. Does the Institution offer Bridge courses?

Yes	x	No	✓
-----	----------	----	---

5. Examination Results during past three years (provide year wise data)

	B.Ed.			M.Ed.		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Pass percentage	98.65%	97.99%	100%	97.06%	100%	100%
Number of first Classes	293	290	279	32	34	35

6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	2011-12	2012-13	2013-14
NET	01	03	02
CTET	13	11	14
PSTET	03	13	04

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2011-12	2012-13	2013-14
Merit Scholarship	----	----	----
Merit-cum-means Scholarship centrally sponsored	32	82	91
Fee concession	----	-----	----
Loan facilities	----	----	----
Any other specify and Indicate	----	----	----

8. Is there a Health Centre available in the campus of the Institution?

Yes	✓	No	x
-----	---	----	----------

9. Does the Institution provide Residential accommodation for:

Faculty	Yes		No	✓
---------	-----	--	----	---

Non Teaching Staff	Yes		No	✓
--------------------	-----	--	----	---

10. Does the Institution provide Hostel facility for its students?

Yes	✓	No	
-----	---	----	--

If yes, number of students residing in hostels

Men

Women

11. Does the Institution provide indoor and outdoor sports facilities?

Sports fields

Indoor sports facilities

Gymnasium

✓
✓
✗

12. Availability of rest rooms for Women

Yes	✓	No	✗
-----	---	----	---

13. Availability of rest rooms for men

Yes	✓	No	✗
-----	---	----	---

14. Is there transport facility available?

Yes	✗	No	✓
-----	---	----	---

15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	✗
-----	---	----	---

16. Give information on the Cultural Events (Last year data) in which the Institution participated/organized.

	Organized			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate	✓	----	1	✓	----	1
Inter-university	----	----	----	----	----	----
National	----	----	----	----	----	----
Any other (Specify and Indicate)	----	----	----	----	----	----

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Number of Students Participated	Outcome (Medal Achievers)
State	NIL	--
Regional	NIL	--
National	NIL	--
International	NIL	--

18. Does the Institution have an active Alumni Association?

Yes	✓	No	✗
-----	---	----	---

If yes, give the year of establishment

2005

19. Does the Institution have a Student Association/Council?

Yes	✓	No	✗
-----	---	----	---

20. Does the Institution regularly publish a college magazine?

Yes	✓	No	✗
-----	---	----	---

21. Does the Institution publish its updated prospectus annually?

Yes	✓	No	✗
-----	---	----	---

(The Institution publishes its own information brochure every year)

22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	2011-12	2012-13	2013-14
Higher Studies	58%	67%	71%
Employment (Total)	32.33%	24.7%	15.6%
Teaching	31%	23%	15%
Non Teaching	1.33%	1.7%	0.6%

23. Is there a placement cell in the Institution?

Yes	✓	No	✗
-----	---	----	---

If yes, how many students were employed through placement cell during the past three years?

2011-12	2012-13	2013-14
56	35	66

24. Does the Institution provide the following guidance and counseling services to students?

	Yes	No
Academic guidance and Counseling	✓	✗
Personal Counseling	✓	✗
Career Counseling	✓	✗

Criterion VI

1. Does the Institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee.

Yes

☒

No

☐

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/ Management	3
IQAC/or any other similar body/committee	3
Internal Administrative Bodies contributing to quality improvement of the Institutional processes. (mention only for three most important bodies)	4

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the Institution?

Loan Facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Medical assistance

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Insurance GIS

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

Other (specify and indicate) ESI

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
-----	-------------------------------------	----	--------------------------

4. Number of career development programmes made available for non-teaching staff during the last three years

---	---	---
-----	-----	-----

5. Furnish the following details for the past three years

- a. Number of teachers who have availed the Faculty Improvement Program of the UGC/NCTE or any other recognized organization

Nil

- b. Number of teachers who were sponsored for professional development programmes by the Institution

	2011-12	2012-13	2013-14
National	Nil	6	5
International	---	---	---

- c. Number of faculty development programmes organized by the Institution:

2011-12	2012-13	2013-14
----	01	----

- d. Number of Seminars/ workshops/symposia on Curricular development, Teaching- learning, Assessment, etc. organised by the Institution

2011-12	2012-13	2013-14
----	----	----

- e. Research development programmes attended by the faculty

2011-12	2012-13	2013-14
4	1	4

- f. Invited/endowment lectures at the Institution

2011-12	2012-13	2013-14
03	03	07

6. How does the Institution monitor the performance of the teaching and non-teaching staff?

- a. Self-appraisal

Yes	✓	No	✗
-----	---	----	---

- b. Student assessment of faculty performance

Yes	✓	No	✗
-----	---	----	---

- c. Expert assessment of faculty performance

Yes	✗	No	✓
-----	---	----	---

d. Combination of one or more of the above

Yes	✓	No	✗
-----	---	----	---

e. Any other (specify and indicate)

Yes	✗	No	✗
-----	---	----	---

7. Are the faculty assigned additional administrative work?

Yes	✓	No	✗
-----	---	----	---

If yes, give the number of hours spent by the faculty per week

6

8. Provide the income received under various heads of the account by the Institution for previous academic session

Grant-in-aid

6952629/-

Fees

B.Ed-1,1009938/-, M.Ed.-1,416162/-

9. Expenditure statement (for last two years)

	2012-13	2013-14
Total sanctioned Budget	35307468	35380044
%spent on the salary of faculty	45.83%	66.41%
% spent on the salary of non-teaching employees	11.28%	14.79%
%spent on books and journals	0.58%	0.35%
% Spent on developmental activities (expansion of building)	26.34%	9.61%

10. Specify the Institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.

Deficit in Rs.

2011-12	-----
2012-13	2335764
2013-14	-----

9770753

472951

11. Is there an internal financial audit mechanism

Yes ☒ No ☒

12. Is there an external financial audit mechanism?

Yes ☒ No ☒

13. ICT/Technology supported activities/units of the Institution:

Administration

Finance

Student Records

Career Counselling

Aptitude Testing

Examinations/ Evaluation/ Assessment

Any other (Specify and indicate)

Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>
Yes	<input checked="" type="checkbox"/>	No	<input checked="" type="checkbox"/>

14. Does the Institution have an efficient internal co-coordinating and monitoring mechanism?

Yes ☒ No ☒

15. Does the Institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes ☒ No ☒

16. Are all the decisions taken by the Institution during the last three years approved by a competent authority?

Yes ☒ No ☒

17. Does the Institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes ☒ No ☒

18. Is a grievance redressal mechanism in vogue in the Institution?

a) For teachers ☐ x

b) For students ☐ ✓

c) For non-teaching staff ☐ x

19. Are there any ongoing legal disputes pertaining to the Institution?

Yes ☐ x No ☐ ✓

20. Has the Institution adopted any mechanism/process for internal academic audit/quality checks?

Yes ☐ x No ☐ ✓

21. Is the Institution sensitized to modern managerial concepts such as strategic planning, teamwork, decision-making, computerization and TQM?

Yes ☐ ✓ No ☐ x

Criterion VII: Innovative Practices

1. Does the Institution have an established Internal Quality Assurance Mechanisms?

Yes	<input type="checkbox"/> ✓	No	<input type="checkbox"/> x
-----	----------------------------	----	----------------------------

2. Do students participate in the Quality Enhancement of the Institution?

Yes	<input type="checkbox"/> ✓	No	<input type="checkbox"/> x
-----	----------------------------	----	----------------------------

3. What is the percentage of the following student categories in the Institution?

	Category	Male	%	Female	%
A	SC	8	2.38	101	30.15
B	BC	1	0.29	36	10.74
C	Physically challenged	---	---	2	0.59
D	General Category	12	3.58	168	50.14
E	Urban	7	2.08	128	40.30
F	Rural	14	4.18	186	59.70
	Any other (Ex service man ,widow)	3	0.89	7	2.08

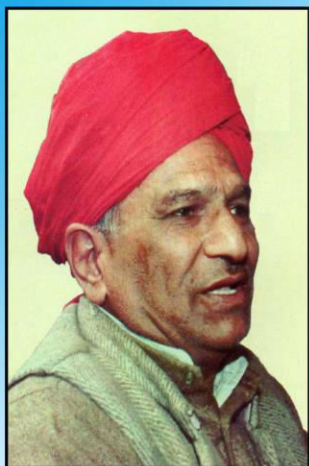
4. What is the percentage of the staff in the following category?

	Category	Teaching Staff	%	Non-teaching staff	%
A	SC	2	8%	2	14.28%
B	OBC	1	4%	----	----
C	Women	18	72%	2	14.28%
D	General Category	22	88%	12	85.71%

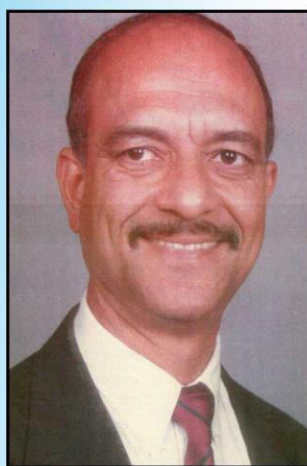
5. What is the percentage incremental academic growth of the students for the last two batches?

Category	At Admission		On completion of the course	
	Batch I (2012-13)	Batch II (2013-14)	Batch I (2012-13)	Batch II (2013-14)
SC	62.01%	59.61%	67.07%	63.41%
ST	-	-	-	-
OBC	51.47%	54.6%	67.66%	68.85%
Physically challenged	62%	60.79%	58.81%	67.81%
General Category	65.4%	60.46%	69.70%	74.43%
Rural	62.37%	64.14%	67.45%	67.95%
Urban	63.14%	62.27%	65.76%	67.87%
Any other (specify)	55.01%	61.6%	63.42%	70.31%

Our Inspirations



Ch. Balbir Singh
Ex- M.P.



Sh. Kamal Chaudhry
Ex- M.P.



Sh. D.M. Sharma
Advocate



Dr. Anoop Kumar
President, D.A.V. College Managing Committee
President, PRKM Modern Hospital
Hoshiarpur.



Sh. D.L. Anand
(Retd. Principal)
Secretary, D.A.V. College Managing Committee
Hoshiarpur

EXECUTIVE SUMMARY

The D.A.V. College of Education, Hoshiarpur, is one of the oldest and pioneer Institution of teacher education in India. Formerly known as D.A.V. Training College, it started its onerous journey in the year 1966 with 02 units of 100 seats for B.Ed. course. The Institution functions under the aegis of D.A.V. College Managing Committee which is managing two degree colleges, four local schools and a large number of Mufassil Sr. Sec. Schools.

The Institution owes its existence to the educational vision of the great martyr Chaudhry Balbir Singh Ji (Ex-M.P.), founder President, D.A.V. College Managing Committee whose positive dynamism and hard work aided the Institution to reach an enviable position and has its presence felt in the field of education. Continuing the glory of Ch. Balbir Singh Ji, the next president of the Managing Committee, Shri Kamal Chaudhry Ji (Ex-M.P.) consistently and vigorously guided the future of the Institution with imagination and dedication. The steering of the wagon was then controlled by Sh. D.M. Sharma (Advocate, Punjab and Haryana District Court) whose high intellect and modern outlook helped the Institution to walk on the path of glory.

Presently, the Institution is governed by Dr. Anoop Kumar (President D.A.V. College Managing Committee) who is a renowned surgeon by profession and director of P.R.K.M. Modern Hospital, Hoshiarpur and Sh. D.L. Anand (Retd. - Principal) Secretary, D.A.V. College Managing Committee. The Institution with their mature vision, missionary zeal and single minded devotion has not only excelled in academics but also in non-academic fields and has carved a niche for itself in the field of 'Teacher Education'.

The Institution has the honour to be recognized by NCTE for an annual intake of 300 B.Ed. seats and 35 M.Ed. seats and is affiliated to Panjab University, Chandigarh. The Institution is recognized by UGC under Section 2 (f) and 12(B) and comes under 95% Grant-in -Aid Scheme by Punjab Government. The Institution has to its credit produced highest number of educationists, educational administrators, principals and teacher educators.

D.A.V. College of Education is situated at the prime location in the city with a lush green campus and manicured lawns. It provides an ideal environment to the aspiring student teachers for their holistic personality development. It has aesthetically designed infrastructure with

technological equipped classrooms, air conditioned principal room, faculty chamber and administrative block. The Institution has spacious library, well equipped resource rooms, laboratories, an air conditioned auditorium with a seating capacity of 350 persons equipped with latest technology and public address system, separate common rooms for girls and boys, hostel facility for girls, and sports and health centre with recreational facilities.

The Institution boasts for its competent, committed, enthusiastic and dynamic faculty that offers best services for the qualitative improvement of the Institution. The Institution aims to produce intellectually competent, socially developed, morally entrenched and technically skilled teachers under the expert guidance of teacher educators. The students had brought laurels to the Institution by winning over many positions and prizes during the University Youth Festival, in skill in teaching and on the spot teaching aid preparation competitions held at zonal and inter zonal levels. The M.Ed. students qualifying the UGC/NET too have brought glory to the Institution. Students are always encouraged to take active part in co curricular and extracurricular activities to achieve success in life. The Institution holds remedial, special and enrichment classes to boost up the achievement level of its students and ensures to provide every possible facility to meet the global educational challenges. Research activities like dissertation, action research, seminar, workshops are a continuous endeavor to enhance research attitude among students and faculty.

The Institution has an excellent network with renowned and reputed Government, Public and Private Schools of Hoshiarpur and serves each other's interests with full cooperation and sensitivity. They proudly recruit our student teachers which highlights our mission of producing quality teachers. The Institution also caters to the needs of society by establishing collaborations with the various institutes of the society that too work towards the upliftment of society. Besides this the Institution follows strong traditions of value orientation through activities that are carried throughout the session. All the national and international concerns are also addressed through various activities, like seminars, extension lectures and rallies.

STRENGTHS

- D.A.V. College of Education is a prestigious teacher education Institution of Punjab. The Institution has set forth a clear and focused vision for itself in the form of providing

quality education along with holistic development of students through a committed and meaningful partnership between students and teachers.

- Being a secular Institution no discrimination is done on the basis of caste, creed, colour and religion.
- The college managing committee is actively involved and takes keen interest in the smooth functioning of the Institution towards quality improvement.
- An annual calendar, time-table and orientation schedules are planned well before the commencement of the new session.
- The Institution organizes orientation programme through the Principal and faculty members on the first day of the session and continues for two days. An information brochure containing all the vital information about the Institution is given out.
- The students and faculty members are involved in the planning of all academic, co-curricular and extra-curricular activities. These deliberations are conducted through a series of consultative meetings of the numerous committees that exist for this purpose.
- The Institution makes consistent efforts for fostering excellence, initiating new ways of thinking according to the changing aspirations and needs of students and therefore student feedback is a regular feature which is sought and suggestions implemented.
- The Institution provides techno savvy environment including impressive infrastructure including classrooms with projectors, internet and Wi-Fi facility, state-of-the-art auditorium, resource rooms and laboratories.
- Rich library with extensive learning resource facility is a boon to the Institution that caters to the needs of students, faculty and community.
- Internal Quality Assessment Cell (IQAC) plays a crucial role in the monitoring and enhancing the overall quality of education in the Institution.
- The Institution has a dedicated, talented, competent and experienced faculty that takes quality initiatives for organizing curricular and extension activities. They are encouraged to pursue scholarly activities for their professional development.
- The entire teaching learning approach followed by the Institution is learner centric with special emphasis to develop their thinking, analyses and reflective skills.
- Extension and community activities are extensively carried with the active involvement of the faculty and students.

- The Institution extends its helping hand to the community by adopting a nearby village (Village Adamwal) where the students of the Institution along with the faculty members conduct various social awareness activities to help in the moral and social status of the villagers.
- Research activities are encouraged through dissertation work, action research, surveys and case studies.
- Good practices like ban on the use of plastic bags and declaring college campus as 'No Tobacco and No Smoking' zone are emphasized.
- The Institution has a strong Grievance Redressal Cell, active Career Counselling and Placement Cell and a well functional Alumni Association.
- The Institution is committed to the approach of inclusiveness and democracy.
- Scholarship and financial assistance is provided to the needy students.
- The Institution provides all sort of financial, academic, psychological and professional assistance to the students.
- Cooperative and visionary stakeholders are a continuous source of inspiration to the Institution for excellence.

WEAKNESSES

- Lack of Autonomy
- Lack of revenue generation from consultancy services.

OPPORTUNITIES

- Qualitative teacher education for national development.
- Contributing competent, committed and skilled teachers for knowledge society.
- Networking with institutes of academic excellence.
- Providing placements in schools and colleges.
- Consultancy services.
- Research activities for faculty and students.
- Value inculcation and communal harmony.
- Technology savvy human resources to face global competition.

CHALLENGES

- Placement.
- Government passive attitude towards education.
- Deteriorating values in society.
- Unhealthy competition.
- Virtual Education.
- Student attitude.

CRITERION I

CURRICULAR ASPECTS

1.1 CURRICULUM DESIGN AND DEVELOPMENT

1.1.1 State the objectives of the Institution and the major considerations addressed by the goals and objectives of the Institution? (Intellectual, Academic, Training, access to the Disadvantaged, Equity, Self Development, Community and National development, Ecology and Environment, Value Orientation , Employment, ICT introduction, Global Demands, etc.)

The Institution was established with an aim of providing quality education and training to the future prospective teachers. We strive to produce teachers who are intellectually staunch, professionally ardent, ethically veracious and emotionally zealous. In order to instill these attributes into the prospective teachers, the Institution has formulated certain objectives which are enlisted below:

- To provide quality teacher education programme in the region.
- To motivate the prospective teachers for contributing their best by producing ‘knowledge generating society’.
- To encourage and enhance the academic environment of the Institution through innovative practices.
- To orient the prospective teachers for their comprehensive roles and responsibilities as a teacher, facilitator and manager.
- To create awareness among the prospective teachers about the educational needs and rights of learners with special needs.

- To promote research oriented activities for strengthening the research attitude among the prospective teachers.
- To develop love, respect and awareness for the National and International culture through various extension programmes.
- To develop sensitivity and awareness towards environmental problems and their solutions.
- To nurture values, social responsibility among prospective teachers through value oriented and community service programmes.
- To train and produce tech savvy prospective teachers through ICT skill development programmes.
- To prepare committed, competent and dedicated teachers to face the global challenges.
- To bring about holistic development of personality of the prospective teachers.

Major considerations undertaken by the Institution for the consummation of these objectives are:

- **Intellectual Growth:** The Institution's top priority is to develop intellectually stalwart individuals and therefore the main focus is on academic excellence. In this regard:
 - ✓ The student teachers are encouraged to widen the horizon of their knowledge and understanding through innovative practices of teaching.
 - ✓ The faculty encourages the student teachers to participate in seminars and conferences. Various extension lectures are organized by the Institution to enrich the knowledge of the students.
 - ✓ Various activities like Debates, creative writing competitions, quiz and group discussions aggrandize students' proficiency and understanding.
 - ✓ The students are also encouraged to publish articles in the college magazine and act as an editor which is a great exercise to augment all facets of their personality.

All these activities help in the holistic development of the personality of the students. This way the students become more mature and learned as compared to beginning of the session.

- **Academic Growth:** The Institution was established with the aim of providing quality teacher education in the region. Therefore, the main focus is to ensure academic growth of the students. In this regard:
 - ✓ To monitor the academic growth of the students, the teachers regularly conduct class tests, snap tests, house examinations, practicals, assignments and quiz.
 - ✓ Various innovative practices are followed to motivate the students to learn and excel.
 - ✓ Various activities like speech and debate competitions enrich the knowledge of the students.
 - ✓ The students are provided ample opportunities for enhancement of general knowledge through provision of various library facilities.
 - ✓ Different types of students are identified during classroom teaching, class tests and house examinations and accordingly, extra efforts are undertaken to ensure their success such as remedial classes for poor achievers, enrichment classes for gifted children and special classes for aspirants of various competitive exams.
 - ✓ The faculty regularly updates and enriches their instructional material and prepares a question bank which helps them to maintain standard and provide the best to the students.
 - ✓ The academic achievements of the students are appreciated and rewarded to encourage academic growth of other students.
 - ✓ Various extension lectures are organized to enrich the knowledge of the students and unfold before them the world unknown.

- ✓ The library is equipped to cater to all the learning needs of the students by providing ample reading material, digital resources and book bank facility.
- ✓ Scholarships are also awarded to the needy students to efface any encumbrance in the path to success.
- **Training:** No theory is complete without practical experience. Special measures are undertaken to specialize the students in theory as well as practical.
 - ✓ The students are encouraged to spend more and more time in library, computer laboratory, micro teaching laboratory, guidance and counseling laboratory and psychology laboratory and enhance their practical skills.
 - ✓ Practical sessions are assigned special slot in the time table and faculty works efficiently to impart proper practical knowledge to the students.
 - ✓ Practicals form a significant part of internal assessment of the students and are therefore given paramount importance.
 - ✓ The syllabus of B.Ed. prescribed by Panjab University has allocated 45 days for teaching practice in schools which provides training and experience to the students. It allows students to encounter real classroom teaching and combat various problems.
- **Ensuring access to the disadvantaged:** Individual difference is the most important aspect of education. No two students have same qualities and hence, should be dealt with differently.
 - ✓ It is made sure that every student receives equal attention.
 - ✓ Various teaching methods are employed to cater to needs of all the students.
 - ✓ Through class tests, house tests and classroom performance, slow learners are identified and remedial classes are conducted for them where they are provided easier instructional material and question bank.
 - ✓ Special provisions are provided to physically disabled students by providing various infrastructural and instructional facilities.
- **Equity:** Equal opportunities are provided to all irrespective of their caste, creed, colour or religious beliefs.

- **Self Development:** The aim of education is to prepare individuals capable of self development. It is ensured by:
 - ✓ Participation of students in various co curricular and extracurricular activities ensures self development.
 - ✓ The students are strenuously trained in teaching skills which will assist them in securing good employment opportunities.
 - ✓ The students are also encouraged to self study and raise questions which instigate their learning ability and intellect.
- **Community and National Development:** Being a social animal, the students must be prepared for the society which can only be done when they are socially aware and considerate.
 - ✓ Various topics in our curriculum encourage the students towards national development such as national integration, internationalism, globalization, etc.
 - ✓ The Institution produces efficient Prospective teachers who will in the future generate such students who will help in national development.
 - ✓ Various programmes like AIDS awareness, Awareness programmes for Sukanya Samridi Yojna, Ashirwad Scheme, Tree plantation, Science day, Women's day and celebrations of other days of national and international importance inculcate social values among the students and they become good citizens.
 - ✓ The Institution has adopted anearby vaillage(Village Adamwal) where the students carryout various welfare activities.
 - ✓ The entire ambiance of the campus ensures development of good qualities among the prospective teachers who will act as good and civilized citizens of the country.
- **Ecology and Environment:** The present era witnesses major environmental degradation which should be curbed to ensure sustainability of human race. Therefore, to create awareness about various ecological issues the Institution undertakes many initiatives like:

- ✓ To develop love for nature, the campus is kept clean and green. Trees and plants are planted everywhere to provide a beautiful niche for the students to develop their love for nature.
 - ✓ Various activities like tree plantation and celebration of Earth day and Water day allows the students to develop aesthetic sense and sensitize them towards environmental issues.
 - ✓ An herbal garden is maintained in the campus where many medicinal plants are planted such as Amla, Neem, Tulsi, Aloevera, etc.
 - ✓ The campus is strictly smoking and Tobacco free to ensure cleaner atmosphere.
 - ✓ “Drive against plastic bags” is undertaken in the Institution to preserve the nature.
- **Value orientation:** Value oriented education is the best practice of the Institution. It begins with the curriculum and continues to classroom teaching and co curricular activities. It is elaborately discussed in Institution’s best practices “Indoctrination of Values in Education”.
 - **Employment:** The major purpose of education is to provide training and enable the student to earn daily bread and butter. In this regard, various considerations taken by the Institution are:
 - ✓ The Placement Cell of the Institution actively provides guidance and counseling sessions to prepare the students for employment prequisition.
 - ✓ The Placement Cell organizes various extension lectures which prepare the students for the real world of work.
 - ✓ Various connections within the field are put to test to ensure the placement of bright and brilliant students.
 - ✓ The Institution provides information through seminars, orientation, talks.
 - ✓ Information of Vacancies available is communicated to the students.

- **ICT Introduction:** The technology is advancing tremendously day by day. Therefore, the education system also needs to synchronize with it. We have to keep pace with the latest technological advances which can be achieved by:
 - ✓ Introduction of ICT skill development in the curriculum.
 - ✓ ICT is integrated in classroom teaching and other activities.
 - ✓ The faculty delivers lectures with the assistance of ICT tools like Smart Boards and LCD projectors.
 - ✓ ICT has become an integral component in administration and record maintenance.
 - ✓ The student teachers are encouraged to use tools of ICT in teaching practice and discussion lesson.
- **Global Demands:** Now the world is not confined to our neighborhood or local region. We are now connected to the whole world. Therefore, to meet the global needs various endeavours undertaken are:
 - ✓ To make the students global citizens, they need to be provided information and guidance.
 - ✓ The student-teachers are oriented to the latest trends and innovations in education.
 - ✓ They are encouraged to read newspapers, magazines, journals and utilize digital resources to stay up to date.
 - ✓ Various extension activities are organized to acclimatize the students to a world outside the Institution.
 - ✓ The students are kept up to date with latest technological advances and trends through classroom discussions, Facebook, Whatsapp and other social media platforms.

1.1.2 Specify the various steps in the curriculum development process. (Need assessment, development of information database pertaining to the feedback from faculty, students' alumni, employers and academic experts and formalizing the decisions in statutory academic bodies).

Our Institution is affiliated to Panjab University, Chandigarh and as such, it has no autonomy to frame, finalize or revise the syllabi decided by the Board of Studies of University. However, for framing, development and revision of the curriculum, the faculty members teaching in various Colleges of Education affiliated to Panjab University, Chandigarh are involved.

- Regular meetings are held at regular intervals seeking their qualitative views which are discussed on the basis of feedback provided by the students, experts and community. The decisions of the meetings are forwarded to the Board of Studies for the approval and after that it is placed before the Faculty of Education and then before the Academic Council for final approval.
- Principal and two faculty members of our Institution are the members of Faculty of Education and they participate in all the meetings held for curriculum revision. They propose the required changes on behalf of students, faculty, and stakeholders.
- Few faculty members of our Institution participated in various workshops organized for curriculum development.
 - ✓ Dr. Pinkee Rani Kamran participated in “Curriculum Revision Workshop” at Malwa College of Education, Ludhiana on 9th December, 2011.
 - ✓ Principal Dr. Shyam Sunder Sharma, Dr. Pinkee Rani Kamran, Dr. Arti Saluja participated in seminar entitled “Components of revised B.Ed. Curriculum” at BCM College of Education, Ludhiana on 30th September, 2013.

- Feedback Performa regarding the course curriculum are filled by the students which provide an impetus to modify certain methods, strategies and techniques of teaching.
- Feedback is also taken from the alumni, employers which enables the Institution to take necessary actions regarding the curriculum development.
- Suggestions are invited in written form from the faculty members by the Principal regarding relevant modifications to be made in the curriculum. These suggestions are presented during curriculum revision meetings.

In 2011, the curriculum was revised to fulfill the objectives of NCFTE-2009. The purpose was to equip the student-teachers with the personal and social skills for holistic personality development. The curriculum was re-revised in 2015 as per recommendations of NCFTE-2014(Teacher Education). The curriculum has been redesigned to bring uniformity in Teacher Education throughout the country and bring it at par with global standards. As per the recommendations of NCFTE-2014(Teacher Education) the B.Ed. curriculum has been redesigned to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. Various initiatives taken in this regard by the Institution are:

- Principal Dr. Shyam Sunder Sharma, Mr. Sharanjit Saini, Dr. Vipinder Nagra participated in National Seminar and Panel Discussion on “New Norms for B.Ed. and M.Ed. by NCTE” at GHG Khalsa College of Education, Gurusar Sadhar, Ludhiana on 5th March, 2015.
- An orientation lecture by Dr. Vipul Narang, Senate member, Panjab University, Chandigarh was organized in our Institution for the faculty members regarding the two year curriculum for M.Ed. and B.Ed. course prescribed by NCTE. Detailed guidelines for the faculty requirements, course contents, theory as well as practical, student strength, internship program plans were discussed.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

We need to emerge as a global citizen to be able to compete with the world. For that, our education should be that of global standards. The curriculum is updated by Panjab University, Chandigarh time to time by adding and modifying the courses or topics related to emerging global trends. Following topics highlight the global trends in the M.Ed. and B.Ed. curriculum:

- ICT has been introduced in the curriculum both in terms of theory and practical to augment the knowledge and skills of the students to enable them to compete with the world.
- Environmental Education is an important aspect of B.Ed. course that develops awareness, attitudes and skills among the faculty and students about global environmental issues and their respective solutions.
- Education of Children with Special Needs forms a significant part of curriculum of B.Ed. and M.Ed. that provide information about the global trend of equality to all types of children in terms of education, family life and society. The policy documents in Paper- I also highlights issues about inclusive education.
- Guidance and Counselling is emphasized to provide appropriate academic, personal and vocational guidance and counselling services to children irrespective of caste, creed and colour.
- Educational Psychology is an important aspect in the curriculum which highlights on ways to understand and deal with the child's needs and abilities in today's world full of stress, anxiety and loneliness. It provides information about varied needs and potentialities of the child and ways to cater to individual differences.
- Research is also introduced as an important paper prescribed in the curriculum which gives training of the global innovative trends used for quality improvement. Research keeps the lamp of knowledge and curiosity ignited and the students are

trained to carry out a meaningful and successful research which will benefit the society.

- Values are deteriorating day by day in the ever advancing world. Therefore topics of value education are introduced to inculcate basic moral values a much desired global trend.

The Institution introduced following activities throughout the session in this respect:

- The Faculty Members guide the student-teachers to integrate the technology like Smart Board, Computers, LCD projector, OHP and other audio-visual aids in their teaching methodology.
- Teacher educators demonstrate various teaching skills, use of teaching methods, devices, strategies, models and delivery of model lessons and practice teaching programmes with latest means of Educational Technology.
- In the era of 'Technology Mediated Instruction', Institution has practically introduced the use of ICT in Computer laboratory and Library by providing internet access to students and faculty in relation to latest online- journals, books, articles, publications etc.
- Institutional library has facility of N-LIST Programme through which students can access more than 97,000 e-Books and 6000 e-Journals.
- Training programmes and Workshops are conducted for developing the Information and Communication skills of the student-teachers.
- A child-centered approach is adopted by the Institution to bring about a change in students' attitude.
- The students are also sensitized towards environment through activities like tree plantation, craft like gardening and celebration of Environment day, Earth day, Water day, etc.
- Educational trips and picnics are organized every year.
- A nearby village has been adopted by the Institution and students carry out various social awareness programmes related to global issues.

- Visit to school of mentally challenged children (Ashakiran) is also conducted every year.
- Extension lectures are a regular activity that orients the faculty and students towards recent global issues.
- Morning assembly is an imperative venture of the Institution which assists us in fulfilling the vision and mission of the Institution and to realize the goals which the curriculum engrains. It encourages the development of moral and spiritual aspect of personality. Morning assembly is organized by student teachers of respective Houses on every working Tuesday. Houses are named after great educationists and their contribution is remembered during House on duty days. Essential features of morning assembly are- Meditation, Gayatri Mantra, Prayer, thought for the day, Bhajan / Shabad singing, Speech on various issues instigating good values and National Anthem. During Morning Assembly pious ideas are presented by the Principal, faculty members and the students. During morning assembly various days of national and international importance are also celebrated which inspire the students to become a part of something bigger than them.
- Besides the use of technology, encountering with declining human values is another challenge before teacher education on global scale. The healthy practice of organizing Hawna Yajna at the commencement of the session and Chanting of Vedic Mantras is indeed a boost for the moral upliftment of student-teachers and faculty members

1.1.4 How does the Institution ensure that the curriculum bears some thrust on national issues like environment, value education and ICT?

The curriculum of the M.Ed. and B.Ed. courses, through the subjects it offers, bears thrust on national issues like Value Education, Gender Equality, Human Rights, Social Equity, Social Cohesion, Secularism, Environmental Awareness, National integration, ICT, Education of Children with Special Needs, etc.

Thrust On Environment

- Environment education provides information and training about the environmental problems, their causes and appropriate solutions.
- Tree plantation is done every year.
- In herbal garden student-teachers plant medicinal plants and maintains it regularly.
- Environment related days are celebrated every year.
- During morning assemblies, environmental issues are presented in the form of short speeches, documentaries, poems, skits or essays along with the solutions

Thrust On Value Education

- Paper-I i.e. Philosophical and Sociological Bases of Education of B.Ed. and M.Ed. course contains the contents related to the issues like Value Education, Culture Education, Human Rights and National and International Integration.
- To inculcate values among students, the session begins with “Hawan Yajna” every year.
- “Rishi Bodh Utsav” programme is organized on a regular basis.
- Visits to various religious places are arranged to involve students in religious activities.
- By adopting a nearby village, the students while carrying out various social awareness activities gain a large amount of informal education which helps in value inculcation.
- In morning assemblies, the Principal and faculty members deliver lectures on moral values.
- Extension lectures on Value Based Issues are organized.

Thrust On ICT

- In B.Ed. Course, Paper III i.e. Teaching Learning Process contains the units related to the Information and Communication Technology (ICT), role of mass media, etc.
- In B.Ed. Course, P-IV (A) i.e. Computer Education covers essentials of computer learning, its uses and integration in teaching learning process.

- Morning assembly is organized making effective use of ICT.
- Faculty members make maximum use of computers for preparation of course files, class notes, Presentations and record of students' performance. The record is maintained by the faculty and the incharge of computer laboratory.
- Computer laboratory is open for the students from 9 a.m. to 4 p.m.
- The curriculum has provision of developing computer skills among the student-teachers like
E-Mail, MS Word, MS Excel, MS PowerPoint, MS Office, Internet Surfing, etc.
- Teacher Student interaction is also maintained on social media platforms like WhatsApp, Twitter and Facebook.
- Interactive smart boards and LCD projectors are installed in the classrooms to integrate ICT in teaching learning process.
- Faculty members deliver lectures effectively through PowerPoint presentations as per the requirement.
- Student-teachers use computers to prepare class notes, assignments, supplementary learning material, lesson plans for teaching practice and teaching aids.
- For interactive class room interaction, teaching aids are prepared with the help of advanced tools of ICT.

1.1.5 Does the Institution make use of ICT for curriculum planning? If yes, Give details.

Yes, ICT is used for curricular planning while preparing:

- Academic Calendar
- Time Table construction.
- Committee structure and their functions.
- Important rules, circulars, notices, agenda.
- Minutes of meetings.
- Maintenance of students' records.

- Examination Records (question paper of house tests and seating plans).
- Class room teaching.
- Demonstration lessons.
- Discussion Lessons.
- Seminars and Extension Lectures.
- Instructional Files.
- Online internal Assessment.
- Record of Assignments.
- Research Reports.
- Report of celebration of important days.
- Record of Youth festival.
- Record of clubs and committees.
- Record of Sports Meet.

1.2 ACADEMIC FLEXIBILITY

1.2.1 How does the Institution attempts to provide experiences to the students so that teaching becomes a reflective practice?

The Institution provides multi faceted learning experiences to the student-teachers according to the requirements of the curriculum, profession, society, and the nation so that teaching becomes 'reflective'. All the activities of the Institution are focused on making teaching and learning reflective and the Institution strive hard for the better implementation of the curricular activities. Reflective practices are ensured through following means:

- Demonstrating the lessons by subject faculty followed by discussion lessons delivered by student-teachers in actual/simulated conditions and then teaching in real situations in practicing schools.
- Organizing Discussions (panel discussion, group discussion), brainstorming sessions and providing stimulating experiences, etc.

- Assigning different topics for seminars on current issues and trends.
- Assessing the model lesson delivered by the faculty members and peers.
- Correlating the content with real life situations during classroom teaching.
- Encouraging research activities in the form of action research or dissertation work for developing reflective thinking.
- Conducting surveys on different social issues by the student-teachers, reporting and suggesting remedial measures.
- Using techniques such as micro teaching to build a repertoire of skills, observation to encourage thinking and self-evaluation and regular dialogues with peers, staff and teachers to clarify issues and value positions.
- By creating challenges for students by participating in various zonal, Inter-zonal, Inter college competitions in skill- in- teaching and on the spot teaching aid preparation.
- Case studies are prepared in papers related to guidance and counselling and special education.
- Students conduct social surveys in nearby villages which provide practical experiences to the student-teachers.
- Student-teachers are provided a platform during talent hunt to show their talent in various areas like cultural, literary and artistic activities in every session.
- Community service programmes are organized every year.
- Communication skills are developed through thought of the day, reading of the news and other activities in morning assemblies.
- School Internship Programmes help the student-teachers to get first hand information and experience of the school working.

1.2.2 How does the Institution provide for adequate flexibility and scope in operational curriculum for providing varied experiences to the students both in campus and in the field?

The Institution provides adequate flexibility and scope in operational curriculum for providing varied experiences to the student-teachers both in campus and in the field in the following manner:

In Campus

- In M.Ed. course, the Institution offers options of Guidance and Counselling, Special Education, Educational Administration and Supervision and Teacher Education. The students can choose any one of the optional subject.
- The Institution mainly provides five optional subjects for Paper VA for B.Ed. course namely School Library Services, Health and Physical Education, Education of Children with Special Needs, Environmental Education and Lifelong Learning. The student-teachers are at the liberty of selecting any subject of their choice.
- A student admitted to a particular course is permitted to change the subject/course within a stipulated time.

Students are offered wide variety in optional papers in both M. Ed. and B.Ed. courses:-

- ✓ In B.Ed. the Institution at present is offering five options in Paper V b.
- ✓ Further, the Institution at present is offering its students 6 options in component IV Work Experience Programme. The options available in this component are Computer craft, Candle Making, Interior Decoration, Art and Painting, Gardening and Tie and Dye.
- ✓ The teaching methodology subjects namely Teaching of Hindi, English, Punjabi, Social Studies, History, Political Science, Economics, Commerce, Science, Life science, Mathematics, Computer Education, Fine Art, and Physical Education are available for the student teachers to choose from.
- Choice is also given to the students to participate in academic and cultural competitions.

- Student-teacher's interest is considered while selecting the schools for teaching practice.
- There is always flexibility in working hours of library and various laboratories to accommodate the student-teachers.
- Student-teachers enjoy freedom in demonstrating micro skills and choosing any method of teaching and teaching aids.
- Micro teaching sessions are arranged where they practice skill of introducing the topic, skill of explanation, skill of questioning, skill of stimulus variation, etc.
- Student-teachers are offered choice in selecting any medium of their choice for instruction and expression.
- The faculty members are free to choose innovative methods and strategies for their instructional plan.
- There is ample opportunity of flexibility and scope in extension in practical work in every paper like social survey in Paper I (Philosophical and Sociological Bases of Education), administration of psychological tests in Paper II (The Learner- Nature and Development), programmed instruction in Paper III (Teaching Learning Process), Records and Management of School Plant in Paper IV (a) (School Management) and similar provision in other papers.

In Field

- Student work with various Institutions like J.S.S Asha Kiran School for Mentally Challenged Children, and NGO named A4C.
- While conducting various awareness activities in the adopted village, the students gain great experience which will be useful in their life.
- Undertaking case studies of special children, social surveys of nearby villages, survey of school plant and organizing co-curricular activities in schools enriches their operational curriculum.
- Organization of Rallies and Educational Trips and picnics.
- Visit to Botanical Garden.

- Participation in Panjab University Youth and Heritage Festival at zonal and inter-zonal level.
- Organization and celebration of various functions at college level.
- Plantation and maintenance of herbal garden is done regularly.
- During allocation of schools for teaching practice, outstation students are accommodated in schools nearby the bus stand for easy commute.

1.2.3 What value added courses have been introduced by the Institution during the last three years which would for example develop Communication skills (verbal and written), ICT skills, Life skills, Community orientation, social responsibility etc.

The Institution has not added any special value added course. However, various activities to enhance these skills have been introduced:

Communication Skills

- A Communication and Employability Skill (CES) course is introduced in the curriculum in the session 2014-15 as a part of practical work to provide knowledge about various Communication and Employability skills.
- Student-teachers participate in various literary activities i.e. Debate, Elocution, Class Seminars, Poem Recitation, Quiz, Creative Writing (Essay, Poem and Short Story) competitions and Heritage items during youth festival organized every year at Zonal and Inter Zonal level in Panjab University, Chandigarh.
- Talent hunt is organized every year to enhance participatory and communication skills and cultural values.

ICT Skills

- In B.Ed. course, Paper V (a) i.e. ICT Skill Development has been introduced as a compulsory paper for student teachers for development of ICT skills
- Use of Smart Boards and LCD Projector is emphasized.
- A Workshop on ICT Lesson Planning was conducted.
- A Workshop on Thesis Formatting for students of M.Ed. students was organized.

- The teachers and students prepare PowerPoint presentations and CD's related to various topics.

Life skills, Community orientation, Social responsibility

- Yearly Visit to J.S.S. Asha Kiran School for Mentally Challenged Children is organized every year.
- Rallies, Educational Trips and Picnics are organized every year to develop life skills and social responsibility.
- Blood Donation camps are organized.
- While interacting with the residents of the adopted village, the students learn a lot about life skills and community responsibility.
- Lifelong education is taught as an optional subject which inculcates life skills and social responsibility among the students.
- Teaching of Environmental Education as an optional subject sensitizes the students about environmental issues and makes them realize their social responsibility.
- An herbal garden is maintained in the campus where student-teachers plant medicinal plants and are enlightened about the importance of such plants.
- Social surveys and case studies are actively conducted to aggravate understanding of social issues.
- Seminars, competitions and extension lectures are organized in collaboration with NGO A4C for life skill development and social responsibility orientation.

1.2.4 How does the Institution ensure the inclusion of following aspects in the curriculum?

1. Interdisciplinary/ Multidisciplinary

2. Multi-Skill Development

3. Inclusive Education

4. Practice Teaching

5. School Experience /Internship

6. Work Experience/ SUPW

1. Interdisciplinary/ Multidisciplinary

B.Ed. curriculum follows both Interdisciplinary/ Multidisciplinary approaches.

- Compulsory paper of both M.Ed. and B.Ed. follows interdisciplinary approach. Many topics are correlated like inclusive education, policies of education, Bloom's taxonomy, national and international integration and value education.
- There are 12 Teaching Subjects (Teaching of English, Teaching of Hindi, Teaching of Punjabi, Teaching of Social Studies, Teaching of Science, Teaching of Life Science, Teaching of Mathematics, Teaching of Commerce, Teaching of Economics, Teaching of Physical Education, Teaching of Computer Education, and Teaching of Fine Arts) in the curriculum of B.Ed. course.
- Students select two methodologies which are Interdisciplinary for e.g. Language/ Social Sciences etc.
- For M.Ed. students research work is also given due emphasis in form of dissertation.
- Involvement of various experts from different fields of education through extension lectures, seminars and workshops.
- Activities like Extension lectures, celebration of days of National and international importance, cultural functions etc. are conducted clubs wise rather than subject wise which breaks compartmentalization.
- House constitution and its activities are of interdisciplinary nature.

2. Multi-Skill Development

The Institution tries its best to allow all round development of students. The Institution ensures multi skill development by following means:

- Emphasis is given to both the theory as well as practical aspects of subjects.
- Case Studies, Community visits, social surveys and so on are included in the curriculum.
- Research work is also a part of the curriculum that enables the students to get real life experiences.

- Student-teachers have to participate in different academic and cultural activities that are organized throughout the academic year to develop various skills.
- Provision is made for practice teaching in various schools to train the Student-teachers.
- During Micro Teaching, student-teachers practice required micro skills in each subject according to the syllabus.
- Student-teachers participate in the skill in teaching and on the spot teaching aid preparation competitions.
- Workshop on ICT Lesson Planning was organized.
- Workshop on Thesis Formatting for M.Ed. students was organized.

3. Inclusive Education

Our division of seats already includes 3% reserved seats for (according to Punjab Government Policy) physically challenged students. In addition to this, following aspects are added:-

- In the present curriculum, Institution offers “Education for Children with Special Needs” as optional subject both at M.Ed. as well as B.Ed. level and good number of students opt these papers.
- Paper I and II of B.Ed. course incorporates the policy provisions of inclusive education
- Education is imparted to physically challenged students along with the normal students in the same classroom without any bias.
- Comfortable environment is given to visually and orthopedically challenged students. Faculty pays special attention to cater to their individual needs.
- Both infrastructural and instructional facilities are available for disabled students.
- Medical facilities and other resources are provided in assistant with PRKM Modern Hospital, Hoshiarpur.
- Visit to J.S.S Asha Kiran School for mentally challenged children is organized every year.

4. Practice Teaching

Practice Teaching is the most indispensable component of the Teacher Training Programme. Before sending student-teachers to the schools for a school experience programme, the Institution organizes a number of activities to prepare them intellectually and professionally.

- In Class room teaching student-teachers are oriented with practice teaching, micro and macro lesson planning.
- Faculty members deliver their Model micro and macro lessons in their respective subjects before the start of practice teaching.
- Winners of the previous year of zonal and inter-zonal level skill in teaching competitions in various teaching subjects are invited to demonstrate their special lessons.
- The learners are divided into groups and faculty members supervise each group.
- A 45 days practice teaching in various schools of the city is conducted where Student-teachers encounter real classroom situations and train for the future. The student-teachers are required to practice ICT based, test based and dairy based lessons in the classrooms.
- The student-teachers also conduct action research to find out real classroom problems and their solutions.
- Student-teachers make best use of their knowledge, abilities and skills in practicing schools to update the school students.
- Teaching potential takes the shape of efficiency through real teaching situation.

5. School Experience /Internship

School experience is part of the practice teaching. It is enriched programme of 45 days where following assignments are completed by every student-teacher:

- Preparation of lessons plans.
- Delivery of lesson plans.
- Preparation of time table.
- Observation of school teachers and peers at work.

- Administration, supervision, evaluation and feedback of class tests.
- Maintenance of attendance registers.
- Analysis of school plant.
- Action Research.
- Taking adjustment classes.
- Notebook checking.
- Following expected code of conduct.
- Organization of various activities like morning assembly and competitions such as poem recitation, speech competitions, essay writing, dancing, poster making, singing, etc.

6. Work Experience/ SUPW

Work experience/ Socially Useful Productive Work helps in developing psychomotor and vocational skills of the Student-teachers.

- It is an integral part of both B.Ed. as a component II-A of Part-B (Practical). Students at B.Ed. level have to select any one craft option out of following options available in the college:

- ✓ Tie and Dye
- ✓ Computer craft
- ✓ Gardening
- ✓ Art and Painting
- ✓ Interior Decoration
- ✓ Candle Making

These crafts enable them to earn and pursue a supportive activity.

- Opportunities for work experience are provided through compulsory subject of Art Drawing and Sketching also.

1.3 Feedback on Curriculum

1.3.1 How does the Institution encourage feedback and communication from the Students, Alumni, Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

To reduce the communication barriers between the Institution and the society, various feedback mechanisms have been employed by the Institution. They are:

Feedback from the Students

A feedback performa is provided to the students after house examination of every semester and they are asked to comment on the curricular aspects of the course (Annexure- VI (i)). A suggestion box is also installed in the campus for getting the feedback and suggestions from the student teachers.

Feedback from the Alumni

An alumni association of the Institution has been formed and meetings are arranged from time to time to get feedback from old students regarding the curriculum and the changes that need to be brought about in the curriculum. The old students are free to discuss these changes with the Principal and faculty during alumni meet. (Annexure- VI (vii))

Feedback from Employers

The D.A.V. College Managing Committee takes keen interest in providing their valued suggestions regarding the curriculum, faculty and student teachers. Feedback Performa (Annexure- VI (v)) is received from them at the end of every session. Most of the managing committee members are eminent members of the education community and their suggestions are implemented for quality improvement of the Institution.

Feedback from Parents

Feedback from parents is collected in Parent Teacher Association meetings. Their feedback and suggestions are discussed and are implemented on preference for the overall development of the Institution. (Annexure-VI (vi))

Feedback from Academic Peers

The Principals and Teachers of the practicing schools are also included in the feedback mechanism. They supervise the student teachers and provide feedback about their performance. (Annexure X (iv))

1.3.2 Is there a mechanism for analysis and use of the outcome from the feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes, there is a mechanism for analysis and use of the outcome from the feedback. Feedback data is collected time to time and analyzed using statistical techniques and graphical representation is done. The results are discussed in staff meetings. Both positive and negative feedback is considered and the members of board of studies are informed so that they can represent the reforms in the university meetings.

At the Institutional level after considering the suggestions through feedback, following changes are brought about:

- Stress is laid on developing good communication skills among the student-teachers.
- The student-teachers are guided to write their resumes to apply for jobs after the completion of the degree.
- The faculty members provide counselling to the student-teachers regarding the choice of future career prospects.

- The student-teachers are motivated to use the latest technological advances such as PowerPoint presentations and multimedia to the maximum extent.
- Smart classes are available in the Institution and student-teachers are trained and encouraged to use them.
- Larger numbers of micro teaching skills are practiced to develop their efficiency in delivering macro lessons.

1.3.3 What are the contributions of the Institution to curriculum development? (Member of Board of Studies (BOS)/ sending timely suggestions, feedback, etc.)

The curriculum prescribed by NCTE is followed by the Institution. The curriculum is developed through the collective efforts of the Principals and faculties of all educational colleges through meetings and conferences. The details have been discussed in 1.1.2.

1.4 Curriculum Update

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The sole purpose of revision has been to keep up with the recent needs and trends of the society. One of the main objectives of teacher education programme is to equip potential teachers with necessary pedagogical content and learners' knowledge in order to be effective teachers and teacher educators. This objective has been fulfilled in accordance with the recommendations of National Curriculum Framework for Teacher Education (NCFTE, 2009).

Panjab University, Chandigarh has recently revised the syllabus for session 2014-15. Both M.Ed. and B.Ed. courses were revised according to the NCTE recommendations. Semester system was followed in place of annual system.

The syllabi prescribed by the University are provided in the Annexure IV (i, ii). Major changes in the content of the syllabus are provided in Annexure IV (iii).

1.4.2 What are the strategies adopted by the Institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

Since this Institution is affiliated to Panjab University, Chandigarh, it is mandatory for us to follow the curriculum prescribed by the university. But keeping in mind the global and social trends, the Institution adopts various strategies to revise and update the curriculum according to the demands of the changing times. Some of the strategies adopted by the Institution for curriculum revision are mentioned below:

- Feedback forms on various criteria are prepared.
- Regular feedback is obtained from the student-teachers about the curriculum.
- Feedback is collected from the alumni during alumni meets.
- D.A.V. College Managing Committee takes keen interest in providing their valued suggestions regarding the curriculum.
- Feedback is also collected from the teachers and heads of the practicing schools to make suitable modifications in the curriculum.
- Feedback from parents is collected in Parent Teacher Association meetings.
- Feedback Reports are provided to the Principal regularly.
- Critical remarks and suggestions are sent to the University via members of board of studies.
- Principal of the College Dr. Shyam Sunder Sharma and Two Faculty Members (Dr. Gulwinder Kaur and Mr. Sharanjit Saini) of our college are the member of Board of Studies (BOS) and their participation is sought while revising the curriculum, they propose the required changes on behalf of stakeholders.
- Our faculty members participate in the workshops regarding curriculum revision that are organized by different Institutions to revise the existing curriculum. Details are provided earlier in 1.1.2.

1.5 Best practices in Curricular Aspects

1.5.1 What is the quality sustenance and quality enhancement measure undertaken by the Institution during the last five years in curricular aspects?

Institution follows the guidelines and instructions as given by Panjab University, Chandigarh in regard to the curricular aspect which are in turn based on recommendations of National Curriculum Framework for Teacher Education (NCFTE, 2009). These recommendations are fastidiously integrated into the curriculum of the university. The Institution has established IQAC which monitors and controls all the activities of the Institution which enhances the quality of education. The Institution follows certain measures to enhance quality in the curriculum such as:

- ICT upgradation.
- Library enhancement through installation of Digital resources like N List and OPAC.
- Strengthening in the area of Research.
- Publication of books by Faculty Members.
- Use of innovative methods of Teaching.
- Remedial, Special and Enrichment classes.
- Feedback measures.

1.5.2 What innovations/best practices in ‘Curricular Aspects’ have been planned/implemented by the Institution?

The Institution is affiliated to Panjab University, Chandigarh and follows the guidelines regarding curriculum prescribed by the university. The Institution employs various innovative practices to ensure the fulfillment of the objectives framed by the university such as:

- **Value Based Education:** To inculcate good values among the student-teachers, the Institution undertakes many endeavors. The Institution follows the ideology of Arya Samaj which states welfare of the whole world where one has to subordinate

oneself for the common welfare of the society. The curriculum prescribed by the university lays stress on inculcations of values.

- **Moral Values:** Moral values are inculcated in the student-teachers through organization of morning assemblies where students of all diversities come together to celebrate days of national and international importance and acquire good moral values through prayers, poems, songs and dramatizations.
- **Tutorial Groups:** These are formed to connect with the student-teachers on a personal level where students are free to share their views and express themselves without the fear of detention or failure. The teacher keeps an open outlook and listens to the student's views without prejudice. In these tutorial groups the teacher assigns various topics for group discussions and debates to develop various skills in the students.
- **Study Circles:** An informal group is made comprising of one or two high achievers and gifted children and a few low achievers or students who have performed poorly in house examinations and class tests. The formation of these groups helps polish the skills and understanding of the gifted child which benefits the low achiever as he may learn better from his peer.
- **Establishment of Clubs and Committees:** The student-teachers are made integral members of various clubs and committees where they gain a lot of experience of management, organization and crisis control when they organize an event. They learn how to work in a group and adapt accordingly.
- **Integration of ICT in Classroom Teaching:** Smart boards and LCD Projectors are installed in the classrooms to integrate ICT in normal Classroom teaching so that students may acclimatize to the idea of using ICT in real life teaching. The faculty members also use tools of ICT in classroom teaching and also encourage the student-teachers to use it.

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.1 Admission Process and Student Profile

2.1.1 Give details of the admission process and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity access transparency etc.) of the Institution?

The Institution follows fully transparent admission criteria according to the norms of NCTE. Centralized online counselling is done by one of the three universities of the state (Panjab University, Chandigarh, G.N.D.U., Amritsar and Punjabi University, Patiala), on rotation basis. The information about the admission policy and process is available on the university website and an advertisement for the same is published in the leading newspapers. Aspiring candidates log into the University website and fill their application forms along with other requisite requirements. The University follows the admission criterion, reservation policy and other directions as given by the Punjab Government. Candidates are allotted Institutions according to their preferences or subject combinations available and then they report to the respective Institution within stipulated period of time for admission.

Admission criteria for B.Ed. course:

- Candidates with at least 50% marks in the Bachelor's degree and /or in the Master's degree or any of the other qualification declared equivalent thereto, are eligible for admission to the course. Candidate scoring less than 50% is not eligible.

- Relaxation of 5% marks is given to SC/ST/OBC and other categories as per the guidelines of Punjab government.
- Candidate must have studied the major subject of the subject combination for at least two years at Bachelor's level/Master's level.
- 85% seats are reserved for the candidates from within the state and 15% seats are reserved for students from other states.
- After online registration by the candidate a provisional merit list is declared on the university website. The candidates are allotted seats in the Institutions according to their preferences and subject combinations. Complaints of the candidates are entertained before finalising the merit list and allotting the seats to the candidates.
- Help desk facility is provided in the Institution to provide information and guidance to the candidate regarding the admission process and procedure.
- The documents of the candidates seeking admission in the Institution are checked and verified by the admission committee of the Institution before finally admitting the candidate to the Institution.

Reservation of seats for different categories and subject combination is enclosed in the annexure XI

Admission criteria for M.Ed. Course:

For admission to M.Ed. course the Institution strictly follows transparent criteria according to the guidelines laid down by Panjab University, Chandigarh.

- Candidate with at least 50% marks in Bachelor of Education degree is eligible for admission to the M.Ed. course.
- Relaxation of 5% marks is given to SC/ST/OBC and other categories as per the guidelines of Punjab Government.
- A written entrance test is conducted by Panjab University Chandigarh which includes 75 Objective type questions scoring 1 mark each. The questions are based on previous academic qualification (i.e. B.Ed.)

- Merit list is compiled by adding 50% of marks scored from entrance test, and 50% of marks scored in B.Ed. examination.

Admission Procedure

Admission in M.Ed. course is coordinated by Panjab University, Chandigarh on the basis of entrance test cum merit of the qualifying degree.

- After formation of the merit list, centralized counselling takes place at Panjab University, Chandigarh which is attended by the Principals of affiliating colleges or their representatives.
- Aspiring candidates who attend the counselling can choose the desired college on merit basis.
- Reservation policy for SC/ST/OBC is followed according to the guidelines of Punjab Government. 15% seats are reserved for students from the other states.
- After the candidate is awarded admission in the college he/she is asked to visit the Institution to complete the admission formalities within the stipulated period of time.
- The admission committee verifies the documents of the candidate and only then the admission is confirmed.
- The list of admitted students is uploaded on the University website (www.puchd.ac.in). It ensures 100% transparency in the admission procedure.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programmes through the advertisement and prospectus or other similar material of the Institution?

As the admission of M.Ed. and B.Ed. Course is a centralized process it is the prerogative of the State Government to advertise the admission criteria. After the notification by the Punjab Government any one of the three universities i.e. Panjab University, Chandigarh, Guru Nanak Dev University, Amritsar and Punjabi University,

Patiala conducts the admission process for B.Ed. course. The University publishes advertisement in leading newspapers and on its website about information regarding admission programmes like admission schedule, online applications and date of counselling, etc. The Institution displays the information about the admission on the notice board, website, local newspapers, and in the handbook of information. Apart from this, a help desk facility is also provided by the Institution for providing information to the individuals concerned.

Following information is provided to the prospective students:

- The advertisement in the leading newspapers provides information about the last date of filling the forms online, and the details of the website.
- The information on the university website highlights about the important instructions about number of seats available, subject combinations, list of colleges, eligibility criteria, fee details, bank details, last date of filling the online forms, date of corrections, display of merit list, etc.
- The Institution displays the information regarding the number of seats available in the Institution, subject combinations available, last date of depositing the fee, fee details, bank details, eligibility criteria, required testimonials, etc.
- The information brochure of the Institution elaborates about admission, subject combinations, college activities, college rules and regulations, hostel, banking facilities etc. It also enlists Teaching and Non teaching staff of the Institution. This Information Brochure includes introduction to the Institution, academic calendar, scheme of examination, attendance, mode of fee payment, forms of fine, college timings, leave rules, co curricular activities, uniform, tutorials, community work, code of conduct, library and hostel rules and regulations.

2.1.3 How does the Institution monitor admission decisions to ensure that the determined admission criteria are equitably applied to all applicants?

The Institution follows all the rules and regulations laid down by the University. After admission of the aspiring candidate by the University, the Admission Committee of the Institution which comprises of the senior members of the faculty and the administrative staff scrutinizes all the required original documents of the candidate. Only after thorough satisfaction, the candidate is enrolled in the Institution. In case of any discrepancy, the University is notified and the enrolment of the candidate is put on hold until proper verification.

2.1.4 Specify the strategies, if any, adopted by the Institution to retain the diverse student population admitted to the Institution (e.g. individuals of diverse economic, cultural, religious, gender, linguistics backgrounds and physically challenged.)

Our Institution is a secular Institution where students from all caste, creed, religion and culture are provided education and training without any discrimination. The Institution thus takes following initiatives to cater to all the diverse needs of the students:

- The Institution always adopts uniform norms and policies for all irrespective of caste, creed, colour, religion and culture.
- The students coming from diverse background of the society are treated equally and provided impartial environment. For physically challenged students, the Institution provides requisite infrastructural and instructional facilities.
- Each student-teacher is allotted a tutorial group and a house which enables the faculty members to assess their diverse backgrounds and needs. These tutorials also assist the faculty members to discover the talent among the students.
- Financial support is provided to all eligible candidates viz., SC, ST, OBC, physically challenged and financially weak students in the form of tuition fee reimbursement and scholarships.
- Grievance Redressal Cell addresses the grievances of all students.

- Career Counselling and Placement Cell provides guidance regarding the career placement opportunities and placement services.
- Guidance and Counselling Cell are extending help to the student teachers in providing requisite guidance and counseling whenever required.
- Maximum library facilities are provided to cater to the diverse needs of the students.

Apart from this, special measures are taken for student-teachers of different backgrounds like:

Economically Backward

To help the economically backward students, following facilities are offered:

- Fee concession. (As deemed necessary by the management)
- Flexibility in payment of fees in installments.
- Free medical facility.
- Book bank facility with special permission to issue extra books for the entire session.
- Students' welfare fund.
- Minimum or no charges for picnic and excursions.
- Inter college participation expenses are borne by the Institution.
- Free of cost personality grooming programmes (Special classes like yoga, communication skills etc.) are organized for all.

Cultural and Religious Background

- The student-teachers recite Gayatri Mantra and prayers, celebrate religious days and festivals during morning assembly. Thus, inculcating a feeling of brotherhood and oneness among all irrespective of caste, creed, colour, religion and cultural diversity. At no point they feel discriminated during their stay in the Institution.
- The students are free to use all the infrastructural and instructional facilities provided by the Institution without any cultural bias.

- The Institution provides a cordial and congenial environment and outlook of the faculty members helps the students, belonging to different religions.
- Festivals of all religions are celebrated in the Institution.
- All students are given equal opportunities to participate in curricular and co-curricular activities irrespective of their religious background.
- Students are included in various clubs and committees without considering their varied religious backgrounds.
- Common platform for students from all religious background is provided to perform in co curricular activities like celebration of International and national days, religious festival, talent hunt, youth festival, athletic activity, etc.
- The environment provided in the Institution is free from bias on the basis of religion.

Gender Equality

Following measures are taken to ensure gender equality:

- Students are provided equal opportunities to participate in the curricular and co-curricular activities irrespective of gender.
- They are at liberty to choose any of the craft item available in the syllabus irrespective of gender. Boys can opt for interior decoration, girls can opt for gardening etc.
- There is provision of separate washrooms and common rooms for boys and girls.
- Allotment of sections and schools for teaching practice, or seating arrangements is made irrespective of gender consideration.
- Needs and interests of both the boys and girls are taken into consideration while organizing co-curricular activities including sports and cultural activities.
- Freedom of expression is inculcated irrespective of gender differences.

Linguistic Background

The need of diverse linguistic backgrounds of the students is handled as below:

- Students are free to choose the medium of instruction of their choice. (English, Hindi or Punjabi).
- The faculty members adopt bilingual method of teaching to the students.
- Students have freedom to write assignments and examination in the language of their choice.
- Books are available in all the three languages in the library.
- Students are assigned schools for teaching practice keeping in mind their linguistic needs, for example students with English medium are sent to English Public schools and students with Punjabi/ Hindi medium are sent to Aided/Govt. schools.

Physically Challenged Students

Following facilities are provided for the physically challenged students:

- The Institution has large number of classrooms and laboratory on the ground floor providing ease to physically challenged students.
- There is provision of ramp in the Institution for easy movement of the disabled students in the corridor and classrooms. Wheelchair facility is also provided to them.
- Physically fit students are encouraged to extend their help and support to the physically challenged students.
- Regular guidance and counseling is provides to solve their adjustment problems and boost morale
- A Buddy is provided to visually impaired students who help him/her with class notes and assignments.
- Seating arrangement is adjusted according to their requirements.
- The Institution has also signed a MoU with PRKM Modern Hospital, Hoshiarpur that provides free medical facilities and other resources whenever required.

2.1.5 Is there a provision for assessing ‘students’ knowledge/needs and skills before the commencement of teaching programmes? If yes, give details of the same.

Yes, students’ knowledge and needs are assessed before the commencement of the teaching programmes. After the admission process, a well planned orientation programme is conducted to orient the students with the Institution, its rules and regulations, faculty members. They are acquainted with the curriculum, academic calendar, time table, morning assembly, house meeting, cultural and sports events.

- The students are asked to introduce themselves on the first day. This assists the Institution to assess their achievements, language proficiency, communicative abilities, aptitude towards teaching and their talents/hobbies.
- Students are given current topics/issues for group discussion, debates, seminars (ice-breaking session) to assess their thinking and creative skills.
- Competitions are held to assess students’ abilities in communication skills, drawing, performing arts and computer skills.
- Student’s interest and hobbies are confirmed through their previous participation in the functions and competitions.
- Their teaching aptitude is judged through their interest in the teaching profession. Sometimes topics are provided to analyze their teaching skills.
- Students of M.Ed. course are assessed for their research abilities and aptitude through their basic statistical knowledge and interests.
- Student event management skills and coordination ability are assessed through their participation in club or committee activities.
- Assignments are given to assess note preparation, compiling and editing skills.
- Students are observed by the teacher during classroom teaching, house meetings and teaching practice to explore his/her hidden abilities.

2.2 Catering To Diverse Needs

2.2.1 Describe how the Institution works towards creating an overall environment conducive to learning and development of the students?

The Institution earnestly works towards making the students feel safe and confident in the campus. The environment is student friendly and commodious for all. The lush green lawns and pollution free environment on the campus creates a positive and conducive environment for learning. However, following measures are practiced for creating an overall conducive environment to learning and development of the students:

- The state of art infrastructure, well planned building, smart classrooms, well equipped resource room, laboratories and library facility are available in the Institution.
- Qualified, experienced and competent faculty provides conducive teaching learning environment to the students.
- The **Internal Quality Assurance Cell (IQAC)** manages the quality improvement parameters through organized curricular and co curricular activities.
- An active **Academic Advisory Committee** plans and oversees the total academic programme of the Institution.
- An **academic calendar** is prepared by the IQAC through assistance of academic advisory committee. It comprises of all the activities to be conducted by various clubs and committees of the Institution during the session. (Annexure-II attached).
- A two day **orientation programme** is organized to familiarize the student-teachers about all the academic requirements to be fulfilled by them. They are acquainted with various aspects of the curriculum.
- Innovative teaching methods and teaching aids are used like LCD Projectors, OHP, interactive smart boards and PowerPoint presentations which are delivered by the faculty members for effective teaching and learning.

- Plethora of extension lectures are organized to familiarize the students to the outside world by bringing in various experts from the society like teachers, medical practitioners, educationists and social workers.
- Academic flexibility is given to the student-teachers by providing various optional subjects.
- Students organize morning assembly under the supervision of the house coordinator which helps in overall personality development. Similarly, student-teachers are also involved in the activities of clubs and committees where they form an integral part of the organization and management.
- Student-teachers are encouraged to use the library's digital resources which include programmes like N-List and OPAC.
- Students are encouraged to read the newspapers and books of general knowledge available with the library to keep them up to date with current affairs.
- Teaching practice is an integral part of the B.Ed. course which prepares the student-teachers for the real classroom teaching. The Institution keeps close eye to make sure that the student-teachers gain more and more experience from the teaching practice.
- Model lessons are delivered by the faculty members before the teaching practice to familiarize the student-teachers with real classroom teaching environment and proper ways to deliver planned lesson.
- A well established microteaching laboratory of the Institution provides training for developing microteaching skills among the student-teachers. The lab is fully equipped with digital video recording system for recording and replaying the lessons delivered by student-teachers.
- Different assignments are given to the students to develop their creativity and editing skills.

- In tutorials/house meetings the house coordinator provides the students with various topics for group discussion and the students are free to express themselves.
- The library has vast number of reading material in the form of text books, reference books, journals and online digital resources that can be explored by the faculty and students for widening their mental horizon.
- A large number of co curricular and extracurricular activities provide a chance for harmonious development of the students. The students are encouraged to participate and excel in such activities where their core talent can be recognized.
- Social surveys are conducted by the students under the guidance of faculty members. This helps in creating social awareness, feeling of humanity and belongingness in them.
- The Institution has adopted a nearby village where the students carry out various social awareness activities.
- The faculty members always welcome the feedback and criticism of the students in their teaching methods and make appropriate improvements to accommodate the student.
- Celebration of important days like Independence Day, Republic Day, National Youth Day, International Women's Day, Science Day, International AIDS Day etc. are celebrated in the college to inculcate the feeling of patriotism, brotherhood, secularism, humanity and altruism.
- Picnics and trips are conducted to break the monotony of classroom teaching and introducing interest and variety in teaching learning environment.

2.2.2. How does the Institution cater to the diverse learning needs of the students?

The Institution aspires to cater to the diverse learning needs of the students. Various endeavors are undertaken by the Institution to achieve academic excellence such as:

- The Institution's environment is student friendly and promotes academic achievement.

- Various methods of teaching and instructional material are employed by the faculty members to make the teaching learning process effective and congenial for the students' academic growth.
- Diverse learning needs of the students are identified by the faculty members during classroom teaching and tutorial classes through observation and class tests. After identification the students are classified into different groups.
- Remedial classes are provided to slow learners. They are provided with extra study material, question banks, drilling exercises and guidance by the competent faculty members. Special emphasis is led on developing ICT skills.
- For advanced learners, special classes are conducted. In these classes, enriched instructional material is provided to the students. They are provided self study materials and are encouraged to teach the slow learners in study circles. Various topics of debates and group discussions are given to the students to increase their knowledge and creativity. These students are motivated to spend extra time in the library during the extended library timings.
- The students are given a chance of peer teaching and learning through collaborative learning in study circles which benefit both the slow learners and gifted students.
- The library is enriched with variety of textbooks, reference books, encyclopedias, journals and digital resources which can be extracted by the students and used for enhancing their intellect. Internet connectivity in the library helps the students to surf for internet resources online and enhance the scope of learning. Book bank facility is also available with the library.
- Computer laboratory provides access to computer and internet facility to prepare class notes, assignments and power point presentations for discussion lessons and practice teaching.
- The micro teaching laboratory enables the students to master their micro teaching skills for effective delivery of macro lessons during teaching practice.

- Instructional material workshop also caters to the diverse needs of the students by providing them opportunities for developing instructional materials related to their teaching subjects.
- Science resource room provides all sort of apparatuses and equipments for conducting experiments during practice teaching or discussion lessons.
- The faculty members provide special attention to the individual differences that exists among students in relation to language, understanding ability, achievements, attention span, creativity etc.
- The faculty members use English, Hindi and Punjabi languages as the medium of instructions for the convenience of the students. Text books and instructional material is also available in the library in three languages.
- Keeping in mind the various interests of the students; the Institution provides following craft papers as recommended in syllabus, such as:
 - ✓ Gardening
 - ✓ Tie and Dye
 - ✓ Art and Painting
 - ✓ Computer craft
 - ✓ Candle Making
 - ✓ Interior Decoration
- Various optional subjects such as Lifelong Learning, Environmental Education, Health and Physical Education, Education to Children with special needs and School Library Information Science are also provided to cater to the diverse interests and abilities of the students.
- Besides normal classroom teaching, the Research and Extension Society of the Institution works earnestly to arrange various extension lectures for the students to acclimatize them to the real world through the experiences of learned personalities of the society like teachers, educationists, doctors and politicians. Such extension lectures widens the scope of learning of the students.

- Besides academics other talents of the students are recognized by organization of talent hunt. Students are motivated to participate in such co curricular activities which recognize various talents of the students like singing, dance, art and drama, literary items, creativity, etc. The selected students are then trained for Panjab University Zonal and Interzonal Youth Festival.
- The Guidance and Counselling cell of the Institution functions to guide and solve various academic and personal problems of the students.
- The Grievance Redressal Cell also caters to the diverse needs of the students. The students can approach the cell if they encounter any problem.
- Scholarships and financial aid is given to needy students to avoid any financial trouble of the students so that the potential of the student can be fully recognized and s/he is given full opportunity to excel and achieve success.
- Opportunities are provided to the student-teachers to express their creativity and talent through writing articles in college magazine 'Shikshodaya'.

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Panjab University, Chandigarh has framed the curriculum for the M.Ed. and B.Ed. courses keeping in mind the diverse needs and expectations of the society. Different activities have been envisioned in the theoretical and practical component of the curriculum for student-teachers to understand the role of diversity and equality in the teaching learning process. The Institution organizes various activities which fulfills the requirements such as:

- The Institution's Management, Principal and the faculty members consider the student-teachers of all ethnic, social, economical, cultural and religious background as equal. No discrimination of any sort has ever surfaced in the Institution. It always ensures that student-teachers feel free and comfortable to express themselves.

- It is kept in mind while sending the student-teachers for practice teaching that they come in contact with students from all spheres of the society.
- A visit to J.S.S. Asha kiran School for Mentally Challenged Students is organized every year to train the student-teachers in identification of special children, the ways to cater to their special needs, to educate them and make them self reliant and self confident. The student-teachers are enlightened about the working system of such schools and various provisions undertaken to fulfill the special needs of such students. This helps them to realize the importance of human life in all wellness and inspires them to show compassion towards the special children.
- Various topics of the M.Ed. and B.Ed. course are taught with special stress like individual differences and role of heredity and environment in growth, inclusive education and importance of education in harmonious development of a child, which enlightens the students about diversified learning levels.
- Topics like human rights, fundamental duties and rights, RTE, RTI, national integration, internationalism, brotherhood and globalization are emphasized to inculcate such feelings in the student-teachers. These topics sensitize them towards their responsibility for nation and inform them of the diverse provisions in the constitution for the diverse population of India.
- Social surveys, case studies and community service and organization of various extension lectures help to augment the knowledge of the students. They are enlightened about various social issues and the role they can play to curb various social evils. These extension lectures are delivered by diversified personalities of society which indicates variety and to bring them all on one platform develops the feeling of equity.
- The Institution has adopted a village where the students conduct various social awareness activities. This practice inculcates good values and social responsibility among the students.
- Celebration of days of National and International importance like Women's Day, Youth Day, World AIDS Day, Maat Bhasha Diwas, and Hindi Diwas acquaints the

students to the diversity existence in our social and cultural environment. These days mark the importance of various issues which needs attention and the celebration aims to achieve it.

- Morning assembly is the best practice which fulfills the vision of diversity and equity among students where the students organize various activities like speeches, songs, dramatization, multimedia videos and singing of college prayer and national anthem. All these activities develop the talent of the participating students and the audience has a golden opportunity to witness such diversity in our cultural and social setup.
- Participation of students is encouraged in Panjab University Zonal/Interzonal Youth and Heritage Festival. By participating in these activities, the students encounter with different sections of the society where everyone comes together to put on a good show thus enabling the students to accustom to the diversity and equity in the society.

2.2.4 How does the Institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs?

The Institution ensures that the teacher educators are knowledgeable and sensitive to cater to the diverse student needs in the following ways:

- Well qualified and experienced faculty members are appointed according to NCTE/UGC/Panjab University, Chandigarh and Punjab Government norms to maintain the standards. Intense screening is done to explore the potentialities of the teacher educators and to make sure that they can sustain the challenges posed by students during teaching and to make sure that they can uphold the vision and mission of the Institution.
- The faculty members are encouraged to participate in seminars, conferences, refresher courses, orientation courses and workshops to augment their knowledge

and skills to make the teaching learning process interesting and a successful Endeavour.

- The faculty members are free to use diverse teaching methods like Lecture cum Demonstration method, Multimedia Usage, ICT Assisted Teaching, Peer Teaching, Enquiry Method, Problem Solving Method, Inductive Deductive Method, Concept Mapping, Constructive Approach and Assignment Method, Project Method etc. during classroom teaching to enhance the teaching learning process and to cater to the individual differences among students.
- The faculty members are regular visitors of the library where they enhance their knowledge and technological skills and also familiarize themselves with the recent trends and innovations in education. This further enables them to cater to diverse needs through text and e-resources.
- The faculty members maintain instructional plans for all subjects they teach. These instructional plans includes the course content, details of the teacher's plan of action, reference books, text books and online resources, method of teaching to be employed and the instructional material to be used by the teacher. Along with all these, a question bank is also developed and provided to students. All this is prepared keeping in mind the diverse needs of the students.
- The faculty members believe in reflective practice where they receive both positive and negative remarks from the student-teachers through faculty feedback mechanism. These feedbacks help the faculty to understand their shortcomings and ways to improve it. The suggestions are taken with open minds.
- Various extension lectures organized in the Institution are attended by the faculty also which helps them to widen the horizon of their knowledge.
- Action research is regularly conducted in the practice schools to investigate various learning problems encountered by the students under the guidance of the faculty and it also prepares the pupil teachers for future classroom teaching. Solutions to the investigated problems are devised.

- Discussion among the faculty members in the staff room helps gain insight into the diverse needs of the students and ways to cater them.

2.2.5 What are the various practices that help student teacher to develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

Curriculum framed by P.U., Chandigarh comprises of content designed in such a manner that it develop knowledge and requisite skills related to diversity and inclusion. Following practices are followed by the Institution in this regard:

- The curriculum provides wide variety of subject areas that develops knowledge and skills related to diversity and inclusion. The theoretical content is practically applied through various co-curricular activities.
- Maximum co-curricular activities are organized to enable the student-teachers to develop knowledge about diversity like talent hunt. Athletic meet, youth festival, competitions, cultural events, literary events, etc. students participate in these activities without any hesitation with respect to caste, creed, colour and religion, etc.
- During selection of student teachers for any activity no discrimination is done on the basis of gender, caste, colour, creed or religious beliefs. All students are kept on a common platform and solely judged on the basis of their talent and dedication. This ensures that students understand the importance of togetherness over oneness.
- Celebration of various days of international and national importance also allows the students to rise above their personal stigmas and celebrate humanity even if it does not have any immediate effect on their lives.
- The visit to J.S.S. Asha kiran School for Mentally Challenged children allows the students to understand the working conditions of such schools. They can make notes of how the teachers of the school fulfill the special needs of the children.

Many tips and cues can be noticed by the students which will help them in future classroom teaching.

- When the students interact with the residents of the adopted village, they encounter various real life problems and their solutions. They also meet with a variety of people which develops various skills among students.
- During teaching practice, the student teachers come in contact with school students of various ethnicities, caste, colour and religious beliefs. They have to deal with all the students equally. The teachers ensure that the students understand the diversity and practice inclusion in their classroom teaching.

2.3 Teaching Learning Process

2.3.1 How does the Institution engage students in active learning? (use of learning resources such as library, website, focus group, individual projects, simulation ,peer teaching, role- playing internships, practicum etc.)

Before the commencement of the academic session, the academic calendar is planned and organized keeping in mind the requirements of the course. The main focus of the faculty is to actively engage the students in active learning where the teaching learning process is student centric. The student is no longer a passive listener. The harmonious development of the students' personality is only possible if (s)he takes active role in the teaching learning process. The academic calendar of the Institution is framed in such a manner that it includes variety of curricular, co-curricular and extracurricular events. The main focus is upon providing active learning strategies to bring about harmonious development of the students.

- The Institution has an enriched, partially automated digitalized open access library with a well qualified and experienced librarian. The faculty members and student-teachers have access to the large number of library resources including e-resources. The library timings are from 9 AM to 5 PM. The students can gain access to large number of textbooks, reference books, journals and online

resources like OPAC and N-List. Comfortable seating facility, internet facility, Wi-Fi facility, and Photostat facility is also rendered to the students.

- The faculty members employ innovative teaching methods during classroom teaching to keep the students actively involved.
- Use of assignment method gives firsthand experience to the students where they take active part in accumulation of subject matter and prepare the assignment with their creativity. Good assignments are appreciated and stored by the faculty which provides positive encouragement to other students to work better.
- Student teachers are encouraged to read the newspaper regularly available in the campus. This reading habit keeps them up to date with the latest advancements in the field of social, economic, cultural and political issues. It also inculcates good reading habits that make them good learners.
- Active learning through study circles and cooperative learning is encouraged to benefit the slow learners as well as the advanced learners.
- Peer teaching technique is also followed to provide proper information to the students. The student-teachers will also be able to receive the best out of each faculty member which will expedite the teaching learning process.
- Action research is conducted during teaching practice to enable the student-teachers recognize the classroom problems of the students and the ways to solve them for overall development of students. They are actively engaged in finding ways and solutions of the classroom room problems.
- Use of ICT is encouraged to maximum extent in preparing assignments, presentations on various topics to build academic rigor in students.
- Demonstration lessons are encouraged to develop teaching skills among student-teachers. These are also demonstrated by the faculty members, alumni and the M.Ed. students. These demonstration lessons are conducted in real classroom setting for providing actual class room experiences to the student teachers thus, generating interest.

- Microteaching skills are developed among student-teachers through demonstrations.
- Organization of various activities during Morning Assembly viz. prayer, gayatri mantra, thought of the day, bhajan/shabad singing, thoughts on moral values, documentaries about great personalities, skits, etc are presented by using tools of ICT which helps them in active learning.
- Activities of various clubs and committees enables the students to be active learners and confident.
- Student-teachers are actively involved in preparing teaching aids related to their subject area, lesson plan, assignments, scrap books, practicing for teaching skills, case studies, survey reports throughout the academic session by using tools of ICT.
- Effective teaching practice is organized by the Institution in the neighboring schools of the city where the student teachers get firsthand experience of a real classroom setting. The student teachers practice under the supervision of the mentor appointed by the Institution and the school administration. Student teachers are sent to different schools for practice teaching programme in two phases. First in the month of October - November and then in the month of April-May. They take active part in the school activities like conducting morning assemblies, organizing co- curricular activities, taking classes including adjustment classes, maintaining discipline, observing peers, preparing lesson plans, recording and reporting about school plant, preparing instructional aids, conducting action research etc. They are familiarized with the school's ideology, learn the skill of teaching, organization, management, adjustment, etc.
- Along with theoretical knowledge, practicals are also an integral part of education. The roles of theory can only be justified through practical sessions. Our Institution takes various initiatives to encourage practical work. For this purpose many laboratories are established in the college like:

- ✓ **Guidance and Psychology Laboratory:** To carry out the various tests concerning guidance and psychological aspect, the lab provides students with standardized tests and helps them to analyze and interpret the data.
- ✓ **Computer Laboratory:** The laboratory facilitates the students to use internet in exploring learning material to supplement the classroom teaching. Students prepare PowerPoint presentations in the lab and use online resources.
- ✓ **Fine Arts Studio:** It exhibits models and teaching aids for teaching of fine arts. The students prepare teaching aids in this room where raw material is provided to them.
- ✓ **Microteaching Laboratory:** To develop the microteaching skills of the students, a fully equipped laboratory is established in the college. The digital video recorder along with CCTV cameras on all four sides record the lecture of the students which can later be viewed and the mistakes can be pointed out.
- ✓ **Instructional Material Workshop:** Students prepare teaching aids with the help of raw material in their respective teaching subjects. Various models and teaching aids are displayed in this room which can be utilized by the students.

2.3.2 How is learning made student-centered? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self management of knowledge and skill development by the students?

Learning is made student centered by involving the learners in following learning activities:

- Innovative student centric teaching methods such as discussion, project method, assignment method, enquiry method, etc motivate the students to learn and develop skills.
- Preparation of PowerPoint presentations, assignments, lesson plans make the teaching learning process student centric. It helps the student-teachers to become self dependent, intellectual and confident. This exercise helps create interest and motivation among them.

- Conducting action research during practice teaching trains the student teachers to collect information on their own and find out the solutions to various classroom problems.
- Participation in various activities of clubs, committees and cells provides a chance to the student-teachers to develop various skills like organization, management, leadership, sense of responsibility and crisis control.
- Organization and participation in activities of morning assembly along with ICT presentations encourage the student-teachers to develop organization, management, presentation, cooperation and various life skills making the whole process students centric.
- By interacting with the people of the adopted village, the students develop various communication skills and life skills.
- Preparation and presentation of micro and macro teaching lesson plans under the expert guidance of faculty members highlight the student centric approach.
- Conducting philosophical surveys and preparing case studies create awareness among student-teachers about various social problems. While interacting with the community, student-teachers develop communication skills, observation skills and life skills.
- Organization of excursions, picnics and trips gives exposure to the student-teachers to become confident, self dependent and develop observation skills. They learn to work in a cooperative manner and develop aesthetic sense.
- Student-teachers publish articles in the college magazine “Shikshodya” to display their creativity. Student editors are also appointed who select and rectify the articles which develop their editing, compiling and managerial skills.
- Student-teachers are encouraged to participate and present papers in conferences and seminars to enhance their knowledge and skills.

2.3.3 What are the instructional approaches (various models of teaching used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and used.

The faculty is very well trained and experienced to use various models of teaching and instructional approaches in classroom teaching for ensuring effective learning. Various innovative approaches such as:

- Lecture Cum Discussion,
- Computer Assisted Instructions,
- Bruner's Concept Attainment Model,
- Taba's Inductive Thinking Model,
- Inquiry Training Model,
- Cooperative Teaching,
- Demonstration Method,
- Assignment Method,
- Project Method,
- Concept Mapping Method,
- Simulated Teaching,
- Constructivist Approach,
- Use of ICT, Smart boards, Projectors,
- Peer Groups,
- Seminars,
- Group discussions and Brainstorming sessions,
- Action Research,

Faculty members are contemporarily skilled in ICT and encourage student-teachers to use it in preparing assignments, presentations, lesson planning and demonstration lessons. Computers are extensively used in preparation of power point presentation instructional plans, self instructional modules, preparing question banks, etc.

The faculty members employ all these methods during classroom teaching and also encourage the student teachers to attain mastery in these methods to use in class room teaching during teaching practice. The Institution constantly motivates faculty members to update their learning through ICT, library resources and use of other technological aids which helps in enhancement of knowledge and skills.

2.3.4 Does the Institution have provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

Yes, the students are provided additional training in models of teaching used by the teachers. They use models like Bruner's Concept Attainment Model, Taba's Inductive Thinking Model, Inquiry Training model, Computer Assisted Instructions and Lecture Cum Discussion during pre practice teaching sessions of teaching methodologies. They practice these models during teaching practice sessions in the school under the guidance and supervision of the faculty member and the subject teacher of the school. The student teachers are also exposed to simulated classroom teaching experiences followed by discussion sessions. According to the curriculum, the student-teachers have to deliver two test based lessons.

2.3.5 Does the student teachers use micro teaching techniques for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Yes, the student teachers use micro teaching technique for the development of teaching skills.

- The faculty member provides student teachers the basic theoretical information about micro teaching and its process in the class rooms. It is followed by the practical sessions conducted in micro teaching laboratory.

- A microteaching laboratory is furnished with digital video recording and CCTV cameras for recording the lessons of the student teachers. These recordings are saved, viewed to analyze and rectify mistakes. These are also shown to student teachers of the next batches.
- The student teachers are required to present one model lesson for two micro skills in each teaching methodology. The number of skills depends on the curriculum as devised by the university. A record of these micro lessons is maintained by the faculty incharge.
- Various microteaching skills taught are:
 - ✓ Skill of Introducing the lesson
 - ✓ Skill of Questioning
 - ✓ Skill of Stimulus variation
 - ✓ Skill of Probing questions
 - ✓ Skill of Reinforcement
 - ✓ Skill of Explanation
 - ✓ Skill of Illustration with examples
 - ✓ Skill of Black- Board Writing

2.3.6 Detail of the process of practice teaching in schools (lessons a student gives per day, lessons observed by the teacher educators, feedback mechanism, monitoring mechanism of lesson plans etc.)

Teaching practice is the most essential component of B.Ed. course. It provides student teachers with firsthand experience of a real classroom setting thus enhancing their teaching skills.

- Various reputed schools both under the government and private administration are selected for teaching practice.
- Student teachers are sent for practice teaching programme in two phases. First in the month of October - November and then in the month of April- May. First

phase is of 30 days and second phase is of 15 days. Prior permission from these schools is taken.

- Orientation is given to the student teachers prior to the teaching practice informing them of their allotted schools and faculty in-charges who will accompany them. They are informed about the requirements they have to fulfill in the schools. They are also instructed to follow the code of conduct in the schools.
- The skill in teaching incharge divides the student teachers taking into consideration the preferences of the students like, the out station students are allotted schools nearby to the bus stand and boys are allotted boys' schools.
- About 15-20 student teachers are allotted to each school. These student teachers are accompanied by 4-5 M.Ed. students in the first phase of teaching practice along with faculty member.
- On the first day of teaching practice the faculty incharge coordinates with the head of the Institution and the school staff to allocate the time table to student teachers. Other necessary information regarding the school environment, time schedule and discipline is provided to the student teachers.
- The student teachers have to deliver about 2 lessons 1 each for each teaching subject per day. They have to prepare the lesson plan in written form which is checked by the faculty incharge in advance.
- A total of 45 lesson plans are to be delivered in each teaching subject during 2 phases of teaching practice which includes 30 detailed plans, 2 based on ICT, 2 Test based Lesson Plan, 10 lessons in Diary form, and one Discussion lesson. Along with this, various others requirements that have to be fulfilled are:
 - ✓ Report of school plant
 - ✓ Identification of mistakes committed by the fellow student teachers.
 - ✓ Time Table and Attendance Record of the students.
 - ✓ Organizing co curricular activity and morning assembly
 - ✓ Action research

- The teacher incharge observes the lesson of the student and give written remarks on the basis of various components like discipline maintained by the student, quality of instructional material used, teaching methodology followed, voice quality and confidence, subject matter taught, individual attention provided, students active participation, etc. The teacher incharge has to observe around 75% of the lectures delivered by the student teachers. The feedback is also provided by the teacher incharge to the student teachers. The performa is attached in Annexure X (iii).
- The lessons are also observed by the M.Ed. students as requirement of Field Based Experience Programme of the curriculum.
- Every student teacher has to observe 20 lessons of peers in each subject and get it signed by the teacher incharge. (Annexure X (iv)).
- This way each student teacher is evaluated by virtue of observation by supervisor, mentor (M.Ed. Student) and peers. It gives the student teacher a comprehensive, cumulative and objective picture of his/her performance.
- The school teacher also observes the lessons of the student-teachers and provides feedback. School teacher's involvement is also sought while assigning internal assessment. (Annexure X (i)).
- The head of the school also provides feedback about the performance of the students. (Annexure X (ii)).
- Along with teaching in the schools, the student teachers also organize co curricular activities and morning assembly in the school. They have to coordinate with the school teachers and students to organize these activities.
- Student teachers also conduct an action research in the classes allotted to them where they have to recognize a problem and devise a solution plan to eliminate the problem.
- The student teachers also have to observe the infrastructure of the school, its various rooms and laboratories. They have to keep a keen eye on the management

and administration of the school. This gives them complete exposure about the school system.

2.3.7 Describe the process of Block teaching/ Internship of students in vogue.

After model lessons, the student teachers are sent to practice teaching schools for internship programme for a period of 45 day(30+15). This internship is very important for the holistic training of the student teachers to prepare them for the future classroom teaching. The allotment of schools depends on the availability of the schools, subject combinations, and proximity of schools. The detail is provided in 2.3.6.

2.3.8 Are the practice teaching session/plans developed in partnership co-operatively involving the school staff and mentor teachers? If yes, give details on the same.

Yes, the practice teaching programme is a joint venture where collaboration is sought from various schools of the area.

- Permission is sought from the practice school by sending a letter to each school before hand. The school administration is also informed telephonically about the pattern of the teaching practice and the requirements which need to be fulfilled by the school.
- For chalking out the programme of teaching practice the teacher incharge of skill in teaching programme personally visits the co-operating schools to seek information regarding the requirements of the school, in terms of number of student teachers that can be accommodated, subject combination requirements, duration of the students stay during teaching practice and nature of duties to be performed by him/her.
- On the very first day of the teaching practice, a meeting of the student teachers is arranged with the head and teachers of the school to acquaint them with the school dynamics. The school provides the time table for B.Ed. students to teach and practice their teaching skills. General instructions are given to the student teachers.

The students discuss the topics to be taught with the class teacher and get an overview of the classroom environment.

- During the delivery of the lessons, school teachers are requested to observe the lessons and give suggestions regarding the nature of the delivery of the lesson, voice quality, use of questioning skill, and use of A.V aids, style of interaction, content mastery and overall effectiveness of the lesson.
- The school head also observe the student teachers and provide their feedback to the faculty in-charge.
- The school also coordinates with the B.Ed. students in organization of Morning Assembly and other co curricular activities.

2.3.9 How do you prepare the student teachers for managing the diverse learning needs of students in schools?

The student teachers are acclimatized to real life school teaching in the Institution through various methods:

- Student teachers are trained in simulated conditions before going to schools for teaching practice.
- The faculty member presents the model lesson keeping in mind the diverse needs of the school students and advises the student teachers to do the same.
- Micro skill development is done vigorously before sending the students for teaching practice so that they can cater to the diverse needs of the students and learn various skills to improve the teaching learning process.
- The student teachers are trained in teaching, communication and life skills to enable them to connect with the school students and understand their diverse needs.
- The syllabus of B.Ed. is enriched with such programmes which enlighten the student teachers about the varied needs of the students including child psychology, individual differences, intelligence, creativity, differentially- abled

children and growth and development. These topics provide insight into the diverse requirements of each student.

- The student teachers are also provided training to identify diversity in the learning needs of the students through class tests, class activities, home work, assignments, project work, etc.
- Student teachers are informed to provide necessary guidance to meet the diverse learning needs of slow learners through remedial teaching and that of advanced learners through enrichment programmes.
- The student teachers are also trained to observe the behavior of school students to annihilate the possibilities of apartheid and biasness among the students. The student teachers are made to realize the importance of building relation with learners besides mere transfer of subject matter.

2.3.10 What are the major initiatives for encouraging student teachers to use/ adopt technology in practice teaching?

The Institution takes quality initiatives to encourage the student teachers to incorporate technology in practice teaching such as:

- The Institution has well quipped ICT enabled classrooms with provision of smart boards and LCD projectors.
- The faculty regularly uses technology in classroom teaching to prompt the student teachers to adapt technology.
- A hand on training of use of computers is provided through the ICT component as prescribed in the syllabus.
- The student teachers are given training to prepare ICT lesson plans through workshops.
- The student teachers are also encouraged to use the digital resources available in the library to acquaint them with developing technology like OPAC and N-List programme.

- The student teachers are encouraged to prepare PowerPoint Presentations and deliver it in the class or during practice teaching.
- ICT enabled schools are given preference for conducting practice teaching.

2.4 Teacher Quality

2.4.1 Are the practice teaching plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details.

Yes, the teaching practice is planned in partnership with the school staff and the mentor teachers. All work cooperatively to provide comprehensive experience about the profession. The details are already discussed elaborately in 2.3.8.

2.4.2 What is the ratio of student teachers to identify practice teaching schools? Give the details on what basis the decision has been taken.

The ratio of the student teachers to teaching practice schools is 1:15 or 1:20. Various factors are considered while selecting the schools and allocating them to the students for the teaching practice such as:

- The availability of schools
- The time table provided by the school to the student teachers
- The strength of the school
- The availability of the subject combinations
- The location of the school.
- Outstation students are allotted schools nearby to the bus stand. And boys are generally sent to boys schools.
- Available strength of faculty members from the Institution to accompany the students for supervision.

2.4.3 Describe the mechanism of giving feedback to the students and how it is used for performance involvement?

The feedback mechanism adopted by the Institution is qualitative and elaborative. The students are provided feedback during simulated teaching in the Institution as well as during teaching practice.

During Simulated Classroom Teaching

- The faculty members provide the student-teacher with regular feedback during simulated classroom teaching.
- Verbal feedback is provided by the faculty whenever there is change in students' attitude, behavior or performance.
- Feedback is also provided through class tests, snap tests, house tests, assignments and internal assessment.
- Poorly performing students are informed and advised to perform better. If the performance still degrades, the parents or guardian are informed.
- Both the class tests and house test are openly verified by the student teachers and they have the freedom to raise doubts if any. Feedback of these tests is given on individual basis and shortcomings of the students is identified and informed.
- Before teaching practice, the students deliver lessons in the class which are carefully observed by the teacher incharge and individual feedback is given.

During Teaching Practice

- The lecture of the student teacher is observed by the peers and feedback is provided.
- The faculty supervisor during the teaching practice observes about 75% of the lessons delivered by the student and provides feedback in the form of written comments or suggestions regarding the improvement of the lesson.

- The school teacher also observes the lecture of the student teacher and provides feedback for improvement in overall teaching and maintaining discipline.
- The M.Ed. students also observe the lectures to fulfill the requirements of Field Based Experience Programme which is part of their curriculum. They also provide the student teachers with feedback and suggestions for improvement.
- The head of the school also observes the class and provides written feedback of the student teacher delivering the lecture.
- The suggestion and results provided through feedback mechanism are analyzed and discussed in staff and IQAC meeting for performance improvement.
- All the feedback performas are annexed in Annexure VI.

2.4.4 How does the Institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The student teachers are regularly informed and updated about the varying school policies and the educational needs illustrated by the school through:

- The student teachers are kept up to date with the amendments made in the education policies of schools and there implementation in the school through information provide by faculty members.
- The library ensures to provide latest instructional materials in the form of text books, reference books, encyclopedias, and e-resources to update and inform the student teachers.
- The library has subscribed to various journals and magazines which are regularly updated with latest information regarding policy directions and educational needs.
- Various topics in Paper -I i.e., Philosophical and Sociological Bases of Education inform the students with latest educational policies formulated by the government for the betterment of the society. School Management educates the students about the administrative aspect of education system and prepares the students to acquire the role of both a teacher and an administrator.

- The syllabus of M.Ed. and B.Ed. course is comprised of many topics which educate the student teachers about the varying needs of the students and methods to make teaching learning process effective.
- Before the commencement of teaching practice, an orientation programme is organized in the Institution where the students are acquainted with varied needs of the school and ways to fulfill them.
- On the first day of teaching practice an interaction session is conducted with the Head and the staff of the school who informs the student teachers about the overall environment of the school including the time schedules, discipline and expectations.
- When the time table is allotted to the student teachers, they contact the concerned class teacher to know about the syllabus and the content to be taught. Experienced teachers provide effective suggestions to the naïve student teachers.

2.4.5 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

The students and faculty keep pace with the recent developments in the school subjects and teaching methodologies through following ways:

- The Institution remains in continuous touch with the latest advances in the field of education through university website, newspapers and internet. Linkages are established with the school community to know about the recent developments and methods. Very close and cordial relations are maintained with schools of the city so that there is rapid transfer of information.
- The faculty is encouraged to attend conferences, seminars and workshops pertaining to various reforms in the education system which enlighten and inform them with various trends and innovations in the education. The information is transferred to the student teachers.

- Teachers from the practice schools are invited for Faculty Exchange Programme where the teachers of the school share their expertise of school teaching and provide insight into latest methods, aids and policy norms of education.
- The faculty in-charges of skill in teaching visits the concerned schools and collect data about the requirements and objectives of the school education. The faculty enquires about the recent trends and innovations of the school education system.
- Availability of school books of latest editions are available in the Institution library which can be issued by the students for preparation of lectures for schools. The student teachers are also encouraged to read reference books, journals, newspapers and use internet in order to keep pace with the recent developments in the school subjects and teaching methodologies.
- Essential and current topics related to educational needs of schools are also covered in methodology courses of the syllabus.
- Teaching aids preparation competition is organised in the Institution where student-teacher prepare various innovative teaching aids related to recent trends which can be utilised for classroom teaching.
- Student teachers are encouraged to participate in Panjab University Zonal and Interzonal Skill in Teaching and On the Spot Teaching Aids Preparation Competition where students acknowledge various new methods of lecture delivery and smart and innovative teaching aids.
- Student teachers are encouraged to explore print and electronic media to update their knowledge regarding school subjects and teaching methods.

2.4.6 What are the major initiatives of the Institution for ensuring personal and professional/career development of the teaching staff of the Institutions (training/organizing and sponsoring professional development activities, promotional policies, etc.)?

The Institution always takes initiatives and encourages the faculty members to grow personally and professionally.

- The environment of the Institution is very conducive and promoting. The faculty members are at liberty to express their views without hesitation. The ideas are not snubbed down rather they are welcomed and appreciated.
- Every professional achievement of the faculty member is acknowledged and appreciated by the Institution and management.
- The Institution encourages for professional growth of the faculty member by providing relaxation and cooperation whenever required.
- Institution organizes extension lectures, seminars and workshop to foster faculty member's interest in research activities and to augment their expertise.
- The faculty members are provided study leave facility with pay as and when required.
- The faculty members are allowed duty leave to attend seminars and workshops and pre- Ph.D. course work.
- The Institution sponsors faculty members for paper presentation in seminars by reimbursing the expenditure incurred.
- The library is enriched with books, international and national journals, magazines, which are openly accessed by the faculty members for research purposes and to supplement their knowledge.
- The publications of the faculty members are displayed on the notice board of library for encouraging other faculty members and student teachers.
- The benefits after completion of doctorate degree are provided well on time including arrears if any.
- Most of the faculty members are engaged in providing guidance to the M.Ed. students (Regular and correspondence) for dissertation work which increases their proficiency in the field of research.
- The Institution appreciates and honors the faculty members after completion of their research work on appropriate occasions / platforms.

- The faculty members are encouraged to enroll for higher studies and decorate their resume.
- The faculty members are also encouraged to compete for competitive examinations like UGC-NET or government exams. Leave is also allotted to the faculty members if asked for.
- The Institution always encourages the faculty members to attend seminar, conferences and workshops at all levels international, national and state. The detail of the seminars, conferences and workshops attended by the teachers is elaborately described in Criteria 3.1.4 and Annexure XI (ii).
- The teachers are free to choose any topic for the research work for the M.Ed. dissertations in coordination with the M.Ed. student.
- With the reassuring encouragement of the Institution management, many faculty members have published articles in magazines, journals. The faculty members have brought laurels to the Institution in the form of published books of education and other fields. The details are elaborately discussed in Criteria 3.2.5 and Annexure XI (vi).
- Faculty members also attend seminars, conferences and personality development programmes on their own.

2.4.7 Does the Institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the Institution felicitates the faculty members for performing well and for bringing laurels to the Institution through:

- The faculty members are honored by the management on completion of doctorate degree and are appreciated for their strenuous efforts.
- Successful execution of any function or event organized in the Institution depends on the zeal and strenuous effort of the student-teacher and the faculty incharge.

The faculty members in charge are appreciated in the function and honored by the Chief Guest.

- Various achievements of the faculty members are recognized and they are verbally appreciated in the staff meetings.
- Positive reinforcement is provided to faculty members on completion of any activity or task.

2.5 Evaluation Process and Reforms

2.5.1 How are the barriers to student learning identified, communicated and addressed? (Conducive environment, infrastructure, access technology, teacher quality etc.)

The Institution has state of the art infrastructure, well equipped smart class rooms, labs, dedicated and experienced staff and conducive learning environment. Even then the barriers of student learning are identified, communicated and addressed in the following ways:

- **Class Representative:** The class representatives of respective houses communicate their problems, if any to the house coordinator/ tutor who resolves them.
- **Grievance Redressal Cell:** The Grievance Redressal Cell Communicating and addressing the grievances of the students pertaining to academic or personal issues.
- **Guidance and Counseling Cell:** It identifies the academic and personal problems of the students through various psychological tests and tries to provide guidance and counselling through appropriate procedure. One of the faculty member fulfills the qualification for providing guidance and counselling.
- **Student Council:** Student Council of the Institution gives voice to the students. Few representatives are selected from the students to reach out to the principal

and faculty to convey their grievances if any pertaining to academics or personal problems.

- **Classroom Observations:** The faculty members in the regular teaching learning process try to identify the barriers through observations and provide appropriate guidance. **Parent Teacher Association:** To communicate with the parents of the students and to extend their arms to link the community to the Institution, parent teacher association plays a versatile role. It acquaint with the parents and to know about the home environment of these students. This helps the teachers to recognize various learning difficulties faced by the students. The shortcomings of the students are also revealed to the parents so that extra measures can be taken for the improvement of the student.
- A **Suggestion Box** is installed in the Institution to seek suggestions regarding the problems of students in relation to teaching learning, Institution facilities or any other. It is opened in the Principal office in front of the Principal, faculty members and members of the student council once in a month. Every suggestion received is welcomed for consideration and necessary actions are taken.
- The teacher supervisor carefully observes the student teachers during teaching practice and provides appropriate feedback for every activity.
- Any infirmity in the infrastructural facility of the Institution is regulated by the maintenance committee. Special care is taken to facilitate the students with best possible infrastructural facilities.
- **Teacher Quality** is vigorously maintained to provide student teachers with best educational facilities and achieve academic excellence. During the appointment of the faculty, special emphasis is given on the qualification, knowledge, teaching and research experience. Personality aspects and skills also play a major role in appointment of the faculty. Teacher quality is maintained by encouraging faculty members to attend various seminars, conferences, workshops and refresher courses to augment their knowledge and acquire skills of the modern education system.

- **Remedial Classes** are organized for slow learners which are identified through class tests and house examinations. The low achievers are informed and encouraged to attend the remedial classes. The students are provided with simpler class notes, question bank, extra instructional material and guidance.
- **Enrichment classes** are also organized for advanced learners and provided with extra learning materials and guidance.
- Many measures are taken to make the Institutional environment conducive and student friendly. Faculty members are strictly prohibited to practice physical punishment. Any misconduct by the student teacher is dealt with maturity and sensibility. These instructions are also transferred to the student teachers so that they can practice the same during teaching practice.

2.5.2 Provide details of various assessment/evaluation processes (internal assessment, midterm assessment, term and evaluations, external evaluation) used for assessing student learning?

The assessment mechanism of Institution is very elaborate and transparent. The Institution follows the guidelines provided by Panjab University, Chandigarh. Various ways to assess the students' learning are:

- The faculty members follow the instructions given in the syllabus regarding the internal and external assessment.
- The faculty members have to evaluate the students on various criteria like
 - ✓ Preparation of assignments
 - ✓ Classroom interaction
 - ✓ Creativity
 - ✓ Discipline
 - ✓ Attendance
 - ✓ Viva voce
 - ✓ Marks in class tests and house exams
 - ✓ Conduct of the student in and outside the class.

- House examinations are conducted once in a semester to prepare the students for the final examinations. These tests help the teachers to develop insight into the intellectual level of the students and recognize low achievers for whom remedial classes are recommended. Students who performed poorly in the house exams have to appear for a defaulters test.
- An examination committee is established in the Institution for external evaluation which ensures proper conduct of final exams. It manages and monitors the process of examination and ensures fair conduct.
- Internal assessment of the student teachers is done on the basis of house tests, snap tests, assignments, class performance, participation in co-curricular activities, and attendance in the class.

2.5.3 How are the assessment /evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The evaluation and assessment mechanism of the Institution is transparent and proper dispersal of information is ensured through:

- The assignments and reports prepared by the student-teacher are shown to them after evaluation so that they may identify their mistakes and learn from them.
- The answer sheets of the house examinations are shown to the student-teacher so that they may note down their shortcomings and consult the faculty members regarding the right answer for the questions. This helps them in preparing for final examinations.
- The criteria for internal assessment are properly communicated to the student-teacher so that they may prepare accordingly for future.
- The toppers in various subjects are honored in the Final Get Together Function or the Annual Alumni Meet. The overall toppers are honored during the inauguration function of the next session.

- Various achievements of the students are published in the college magazine “Shikshodya”.
- Remedial and enrichment classes are provided to the slow learners and advanced learners respectively to improve their performance.

2.5.4 How is ICT used in assessment and evaluation process?

In the modern age, the Education System is crippled without the use of ICT. It opens various doors for the advancement of the system. ICT has found its role in assessment and evaluation too through:

- The student-teacher are inspired to prepare assignments with ample use of ICT tools, i.e. internet, computer etc.
- The question papers for the house examinations are prepared in a typed form by the examination committee, record of which is kept in the form of soft copy.
- The faculty members keep computerized record of the marks in house examination and internal assessment.
- Panjab University has made the internal assessment system online where the Institution sends the internal assessment of the student-teacher through tools of ICT.
- The final examination results are also displayed online which can be retrieved by the student-teacher through internet.

2.6 Best Practices in Teaching-Learning / Evaluation Process

2.6.1 Detail on any significant innovations in teaching-learning/evaluation introduced by the Institution.

The aim of the Institution is not only to achieve academic excellence but to allow harmonious growth of the students’ personality.

Our Institution is always taking initiatives to explore and implement new and innovative methods in teaching learning process such as:

- Cooperative and peer teaching
- Formation of Study circles
- Self Instructional Modules
- Use of Inquiry method
- Use of Concept Attainment Model
- Demonstration of discussion lesson by the alumni and the winners of zonal skill in teaching competitions of previous years.
- Extensive execution of Action Research
- Establishment of Microteaching Laboratory
- Tutorial classes
- Instructional Files
- Installation of Smart Boards in classrooms with LCD projectors.
- Introduction of digitalized Library which includes programs like N-List and OPAC.
- A dissertation formatting workshop is organized for M.Ed. students
- Preparation of computerized question papers.
- Computerized record of marks in house tests and internal assessment.
- Preparation of Action research files.

2.6.2 How does the Institution reflect on the best practices in the delivery of instruction including use of technology?

Technology is quickly forming the foundation of the Institution claiming its presence in every facet of the teaching learning process. The Institution reflects its extensive use of technology in the delivery of instructions through following ways:

- All the faculty members are well versed and comfortable with the technology.

- The faculty members regularly employ the use of ICT in delivering lessons in the classroom through the use of smart boards and LCD Projectors.
- Internet which forms the backbone of technology is easily available in the college in the form of unlimited broad band connection and free Wi-Fi in the library, computer lab, micro teaching lab, IQAC room, administrative block and Principal room.
- Instructional material is enhanced through the use of internet which improves teaching learning process.
- 24*7 surveillance of Institution campus and classrooms through CCTV's ensures maintenance of proper discipline.
- Student-teachers are encouraged to prepare lesson plans and presentation through the use of technology.
- Morning Assemblies are conducted through extensive use of technology.
- Self instruction modules are prepared by the faculty members to enhance the teaching learning process.
- Digitalized library services like N-List and OPAC simplifies the tedious process of manual scavenging of related literature and learning material.
- Various workshops involving ICT are organized like dissertation formatting workshop for M.Ed. students and ICT lesson plan making workshop for B.Ed. students.

CRITERION III

RESEARCH CONSULTANCY AND EXTENSION

3.1 Promotion of Research

Research is an indispensable tool for the promotion of overall growth of an Institution including its faculty and students. To promote research activities the Institution has developed a research atmosphere with the available expertise and infrastructure. The Institution has established a Research Committee to monitor and address issues related to research and to encourage the teachers and students to carry out research oriented activities by suggesting them topics of current relevance. It also helps in screening and reviewing the research projects taken up by the M.Ed. students in the form of dissertations through proper discussions and presentations.

3.1.1 How does the Institution motivate its teachers to take up research in education?

Research is an integral part of M.Ed. (Dissertation) as well as B.Ed. (Action Research) programme. The Institution takes following concerted efforts to promote research culture among its teachers:

- The Institution has 22 dedicated and competent faculty members out of which 06 are Ph.D. in Education and 05 are pursuing part time Ph.D. in Education. Dr. Vipinder Nagra is recognized Ph.D. supervisor of the Panjab University, Chandigarh and Dr. Monika is recognized Ph.D. supervisor of Pacific University, Udaipur and Shri Jagdish Prasad Jhabarwal Tibrewala University (JJTU), Rajasthan.

- The Institution encourages research work by providing relaxation and cooperation whenever required.
- The faculty members are encouraged to attend Conferences, Seminars and Workshops to update their information.
- Institution organizes extension lectures, seminars and workshops to foster faculty member's interest in research activities.
- They are provided access to computer and internet facility, library facility for research material, e resources through library and Wi-Fi facility to carry out research activities.
- They are provided study leave facility with pay as and when required.
- Fellow faculty members voluntarily adjust the classes and work load of the teachers attending seminars or course work for Ph.D.
- Peer discussions and talks are carried out to motivate the young and fresh teachers to take up research work, write articles for journals, seminars, etc.
- They are allowed duty leave to attend conferences, seminars, workshops, pre Ph.D. course work, refresher and orientation courses.
- The Institution sponsors faculty members for paper presentation in seminars by reimbursing the expenditure incurred by them.
- The library has a rich collection of international and national journals, magazines which is open for access to the faculty members and students for the research purposes.
- The publications by the faculty members are displayed on the library notice board for motivating and encouraging faculty members and student-teachers.
- Faculty members are free to purchase and use various books/tools/tests/equipment necessary to pursue their research work.
- The Management and Principal always encourages for activities by providing them No Objection Certificate whenever requested for.

- The due benefits after completion of doctorate degree are provided well on time including arrears, if any.
- Almost all the faculty members are engaged in providing guidance to the M.Ed. students for dissertation work, thereby, polishing their research expertise of using statistical techniques.
- Faculty members also cooperate with each other for data collection for research purposes.
- The Institution appreciates and honours the faculty members after completion of their research work on appropriate occasions / platforms.
- The sister Institutions also allows the faculty members to access their library resources whenever required for research purpose.

3.1.2 What are the thrust areas of research prioritized by the Institution?

The Institution has a vibrant research climate which is generated by its faculty. The thrust areas of research are prioritized taking into consideration the recent trends and practices in the field of primary, secondary and tertiary education. Attention is also given to the area of specialization of supervisor and interest of the investigator.

The key research areas include;

- Pedagogical Issues and Educational Problems with relevance to Problems of Teachers and Students.
- Educational Policies and Programmes.
- Environmental Awareness in relation to Knowledge, Attitude and Behaviour.
- Inclusive Education and Teacher Attitude.
- Critical Appraisal of Syllabi at Different Levels.
- Problems Faced by Students.
- Personality Dimensions.
- Occupational Stress and Management Strategies.
- Adolescent Stress and Mental Health.

- Emotional Intelligence and Spiritual Intelligence.
- Teacher Education.
- Philosophical Studies with reference to Aims and Objectives.
- Case Studies.
- Creativity and Intelligence.
- Qualitative and Quantitative Aspects of Education.

3.1.3 Does the Institution encourage Action Research? If yes, give details on some of the major outcomes and the impact.

Yes, the Institution encourages action research to make the students aware of the class room problems; the reasons and their solutions. They are trained about the basics of action research through the subject component “Teaching Learning Process” (Paper III). Problems of indiscipline, absenteeism, maladjustment, stress, handwriting, low achievement, low self confidence, spelling mistakes and related issues are generally studied.

Student-teachers also undertake action research during their teaching practice in schools as compulsory part of sessional work. They generally prepare a report about the problems faced by the students in class room like language problem, medium of instructional problem, spelling mistakes, pronunciation mistakes, indiscipline, etc. Student teachers interact with the teachers of the school, class teacher, peers, and Principal of the schools for identifying the reasons and then prepare and submit a written report suggesting the probable solution to the problems faced by the students of the school.

Details of some of the major outcomes and the impact

Student teachers during teaching practice identified some of the usual class room problems being faced by the students through discussion in free/extra period. The problems identified were attendance problem, spelling mistakes, pronunciation,

grammatical errors (use of tenses), calculation problems, hand writing problems, space problems, etc. On the basis of the data collected, the results were discussed with the class teacher, other teachers and Principal of the school. As a result, the school tried to provide timely guidance and extra efforts to the students facing these problems.

It was later on observed in the second interim of teaching practice that the students were more confident and committed fewer mistakes. Even teachers were found to be enthusiastic about the feedback given to them.

3.1.4 Give details of the conferences/ seminar/workshop attended and/organized by the faculty members in last five years.

The faculty is actively engaged in attending international, national, state and local level conferences/seminars/workshops. They also act as resource persons/chairpersons in these research events. Details of the conference/seminars/workshop/courses attended and participated during the last five years are enclosed in Appendix-XI (i, ii, iii and iv)

The faculty is also engaged in organizing conference and seminars at national levels. The details are provided in the Table 3.1.

Table 3.1 Details of the Conference/Seminars/Workshop Organized by the Faculty

S. No.	Date and Venue	Conference/Seminar/Workshop	Organizing Secretary
1.	30.10.11 D.A.V. College of Education, Hoshiarpur.	Bhartiya Ithihas Sankalan Samiti, Punjab sponsored National Level Seminar on Purano Mein Ithihas	Dr. Monika Ms. Rajni
2.	05.03.13 D.A.V. College of Education, Hoshiarpur.	College Development Council sponsored National Level Seminar on Rethinking: Teacher Education	Dr. Arti Saluja Dr. Vipinder Nagra

3.2 Research and Publication Output

3.2.1 Give details of instructional and other material developed including teaching aids and/or used by the Institution for enhancing the quality of teaching during the last three years.

Following instructional materials have been developed by the faculty members and student-teachers during the last three years:

- Two members of the faculty have constructed and standardized test/scales. They are :
Environmental Education Awareness Test by Dr. (Mrs.) Vipinder Nagra and
Geometry Attitude Scale by Mrs. Roma Ralhan which are extensively used by the
faculty and students for research and academic purposes.
- Faculty members have developed following books for M.Ed and B.Ed students:
 - ✓ *Adult and Continuing Education (ISBN No. 978-81-906864-5-7)*
 - ✓ *Sikhya de Darshnik ate Smajak Sidhant (ISBN No. 978-93-80144-03-0)*
 - ✓ *Teaching of Life Science/Science (ISBN No. 3384367-37-0)*
 - ✓ *Aims of Indian Education in different Historical Periods (ISBN No. 978-93-83911-16-5)*
 - ✓ *Quality Oriented Education (ISBN No. 978-93-83911-28-8)*
- The students of M.Ed. have developed following cognitive and affective tests/scales and check lists used for dissertation purpose under the guidance of their supervisors.
 - ✓ *Check list on Govt. initiatives in implementation of inclusive education (2012).*
 - ✓ *Attitude Scale on perception of various stakeholders regarding implementation of the Right of Children to Free and Compulsory Education Act 2009 in private schools (2013).*

- ✓ *Rating Scales on Level of life skills in first generation college students (2013).*
- ✓ *Awareness Test on the Right of Children to Free and Compulsory Education Act (2013)*
- ✓ *Questionnaire on implementation of norms and standards of the right of children to free and compulsory education Act 2009 in schools (2013).*
- ✓ *Attitude towards statistics scale (2013).*
- ✓ *Perception scale for facilities available in B.Ed. colleges (2013).*
- ✓ *Academic stress rating scale (2013).*
- ✓ *Computer knowledge test (2013).*
- ✓ *The big five factors scale of personality (2014).*
- ✓ *Ecological behaviour scale (2014).*
- ✓ *Coping strategies scale (2014).*
- ✓ *Brain-dominance questionnaire (2014).*
- ✓ *Interpersonal relationship scale (2014).*
- The student-teachers have to submit two teaching aids prepared during teaching practice to the Institution on different topics of school subjects. These aids are then displayed in Instructional Material Workshop room. They are models both working and static, charts, specimens, 3D etc.
- Model macro and micro lessons are prepared both in written form and in CDs.
- Teaching learning modules are prepared by the faculty and used to teach different topics.
- Faculty members and student-teachers both are engaged in preparing transparencies and PowerPoint presentations for teaching through OHP and computer respectively. These are used by faculty members for teaching B.Ed. and M.Ed. students in regular classrooms.
- Faculty members are also involved in preparing lecture notes and question banks for the benefit of the students.

- Faculty members have also adapted innovative approaches such as discussion method, multimedia presentations, cooperative learning, computer assisted teaching, peer tutoring, etc. for teaching and learning.

3.2.2 Give details of facilities available with the Institution for developing instructional materials.

The Institution has following facilities for developing instructional material:

- Library is enriched with about 17000 books including reference books, journals, encyclopedias, dictionaries, educational surveys, magazines, newspaper, dissertations along with internet access to e-journals and e-books through N-LIST. It has printer, photocopier and scanner facility for the faculty and students for developing instructional material.
- Broadband connections for internet access along with Wi-Fi facility to download unlimited information for developing instructional materials.
- Well equipped computer laboratory with LAN networking, internet facility, scanner, and photocopier facility which are helpful in developing digital lessons.
- Well equipped micro teaching lab with internet facility, LCD projectors, OHP, computer with printer, tape recorder, D.V.D. player, video camera and white screens for developing innovative instructional material, transparencies and PowerPoint Presentations.
- Science resource room is available which has provision of instruments and equipments, apparatus necessary for conducting practicals at secondary and higher secondary levels. Students are issued these materials for performing experimental demonstrations during discussion and practice lessons in schools.
- Well established Psychology, Guidance and Counselling laboratories are available for rendering suitable services.
- Instructional Material Workshop with provisions for developing instructional materials.

- Competent, experienced and dedicated faculty with innovative and creative ideas to guide student teachers for developing instructional materials and providing consultancy.
- Expert advice and consultancy arranged by Institution for developing instructional material.

3.2.3 Did the Institution develop any ICT/ Technology related instructional materials during the last five years? Give details.

Yes, the Institution has developed ICT/Technology related resource materials both in core and teaching subjects in the last five years. Both M.Ed. and B.Ed. students are encouraged and trained to deliver lessons during classroom teaching, practice teaching and during synopsis submission through power point presentations. The soft copies/ CD's are submitted in the computer laboratory and library repository for record.

- Computer faculty is actively engaged in training the students about basics of computer including MS- Office. They have to submit at least one CD each in teaching subjects.
- PowerPoint Presentations are prepared on any one topic of their choice related to core/ teaching subjects under the guidance of the concerned faculty members.
- Faculty members also prepare Power-Point Presentations of lesson plans in concerned subjects which are shown to students during model lessons.
- Faculty members develop instructional material on topics to be taught in class through multimedia approach.
- Transparencies (OHP) are also prepared by students under the guidance of the faculty.
- Self instructional modules are also prepared by the students and faculty on various topics of Secondary and Higher Secondary School Level.

3.2.4 Give details on various training programs and/or workshops on material development (both instructional and other materials).

- a. Organized by the Institution
- b. Attended by the staff
- c. Training provided to the staff

The various training programme and workshop on materials developed are detailed as follows:

- Workshop at Institution level is organized every year for preparation and using of teaching aids by the faculty members for the student-teachers.
- The student-teachers prepare teaching aids in their teaching subjects during on the spot teaching aids competition organized at college level.
- The Institution also participates in the zonal and interzonal level skill in teaching aid preparation competitions organized by P.U. Chandigarh.
- Student-teachers are provided training in the subjects of art and craft like knitting, crochet, phulkari designing, pakhi making, other related cultural and heritage items by the concerned teachers. They are then motivated to participate in youth festival and other related events being organized at college and university level.
- Likewise, student-teachers every year train in fine art related activities like clay modeling, collage making, poster making, cartooning, rangoli by the concerned faculty members.
- They are trained for literary activities like debate, elocution, story writing, poem writing, essay writing etc, to develop their creative abilities.
- Extension lectures on various topics are organized to orient both the faculty and students regarding various concepts.
- Faculty members are engaged in various faculty development programmes related to material development. They attended one week workshop on IT Tools and

Techniques in Research from 23rd June to 30th June 2014 held at D.A.V. College, Hoshiarpur.

3.2.5 List of journals in which the faculty members have published papers in last five years.

Following is the list of journals in which the faculty members have published papers in last five years:

Table 3.2 List of Journals (2010-2011 to 2014-2015)

Sr. No.	Name of Journal	ISSN No.
1.	ASIAN Journal of Multi Disciplinary Studies	2348-7186
2.	BRICS Journal of Educational Research	2231-5829
3.	Economic and Social Research Journal	0975-7635
4.	Edutracks	0972-9844
5.	E-Library Science Research Journal	2319-8435
6.	GHG Journal of Sixth Thought	2348-9936
7.	Global Academic Research Journal	2347-3592
8.	Global Online Electronic International Interdisciplinary Research Journal	2278-5639
9.	Indian Streams Research Journal	2230-7850
10.	International Educational E-Journal	2277-2456
11.	International Journal of Advanced Research in Management and Social Sciences	2278-6236

12.	International Journal of Behavioral, Social and Movement Science	2277-7547
13.	International Journal of Computer And IT	2320-8074
14.	International Journal of Educational and Psychological Research	2279-0179
15.	International Journal of Multidisciplinary Educational Research	2277-7881
16.	International Journal of Research	E-2348-6848 P-2348-795X
17.	International Journal of Scientific Research	2277-8179
18.	International Journal of Social Science	2321-5771
19.	International Research Journal of Interdisciplinary and Multidisciplinary Studies	E-2394-7969 P-2394-7950
20.	Kashf	2231-3869
21.	Malwa Journal of Education	2050-334
22.	PARIPEX-Indian Journal of Research	2250-1991
23.	Quest International Multidisciplinary Research Journal	2278-4497
24.	Researcher's Tandem	2230-8806
25.	Scholars Journal of Arts, Humanities and Social Sciences	2347-9493
26.	Zenith International Journal of Business Economics and Management Research	2249-8826

Faculty wise record of paper publications in various journals and books is attached in Annexure – XI (vi)

3.2.6. Give details of the awards, honors and patents received by the faculty members in last five years.

Mr. Sharanjit Saini

Honored by NGO, A4C (Awakening for Civil Consciousness among Common Citizens, Regd.), Sh. Som Prakash Ji (Chief Parliamentary Secretary, Punjab) and Sh. Tikshan Sud Ji (Former Cabinet Minister, Punjab) during a National level seminar on Challenges before Indian Democracy on 19th January 2013.

Dr. Arti Saluja

- Doctorate degree conferred on Dr. Arti Saluja in 2011 by G.N.D.U. Amritsar.
- Honored by NGO, A4C (Awakening for Civil Consciousness among Common Citizens, Regd.), Sh. Som Prakash Ji (Chief Parliamentary Secretary, Punjab) and Sh. Tikshan Sud Ji (Former Cabinet Minister, Punjab) during a National level seminar on Challenges before Indian Democracy on 19th January 2013.

Dr. Vipinder Nagra

- Dr. Vipinder Nagra was awarded with Bharat Excellence Award by Friendship Forum of India, New Delhi for outstanding and extra ordinary achievements in chosen field of activity and services rendered on 30th Sept. 2010.
- Biographical profile published in Asian Admirable Achievers (Vol. IV), Rifacimento International, New Delhi. Jan., 2010.
- Honored by D.A.V. College of Education, Hoshiarpur for organizing the World Human Rights Day on 6th December 2012.
- Honored by NGO, A4C (Awakening for Civil Consciousness among Common Citizens, Regd.), Sh. Som Prakash Ji (Chief Parliamentary Secretary, Punjab) and

Sh. Tikshan Sud Ji (Former Cabinet Minister, Punjab) during a National level seminar on Challenges before Indian Democracy on 19th January 2013.

- Honored by Hon'ble Sh. Avinash Rai Khanna (Member Parliament) for organising the inter college debate competition on Challenges before Nation and Role of Youth on 9th November 2013.
- Honoured for being Resource Person at the ICSSR sponsored Ph.D programme workshop organized at Lyallpur Khalsa College, Jalandhar on 24th March 2015.

Dr. Monika

- Honored by Ithihas Sankalan Samiti for organizing National seminar on 30th October 2011.
- Honored by Nehru Yuva Kendar at National Integration Camp in the year 2012.

Mrs. Harvinder Kaur

- Mrs. Harvinder Kaur was honored as Best Paper Presenter Award in International Seminar from Satkal Association for the paper "Mechanics of Reading: Role of Librarian and Teacher in Developing Reading Habits" on 6th November, 2012.
- Honored with Award of Excellence as best paper presenter in National Seminar from Library Professionals Association, Delhi for the paper "Effective Role of ICT in Managing Libraries" on 26th April, 2014.

Mr. Parveen Saini (Office Superintendent)

- Honored and appreciated for the commendable services rendered during Lok Sabha Elections-2014 from 44-Chabbewal Assembly Segment of 5-Hoshiarpur Parliamentary Constituency by the A.D.C (Dev.) Mr. Harbir Singh on 19th May, 2015.

3.2.7 Give details of the minor/major research projects completed by staff members of the Institution in last five years.

- Doctorate degree conferred on Dr. Arti Saluja in 2011.
- Mrs. Harvinder Kaur has submitted her synopsis for registration for Ph.D. programme.
- Mrs. Sarabjeet Kaur is registered under P.U. Chandigarh for Ph.D. work in Education.
- Three staff members are enrolled for the Ph.D. in Education and are in the process of registration:
 1. Mrs. Archana
 2. Mrs. Chetna
 3. Ms. Shikha

3.3 CONSULTANCY**3.3.1 Did the Institution provide consultancy services in last five years? If yes, give details.**

Yes, the Institution is actively engaged in providing consultancy services to the sister Institution and other schools through our expert faculty members in the field of Language, Psychology, Philosophy, Microteaching, Science, Maths, Social Studies, Fine Arts, Physical Education, ICT, and Library Science. Along with, Consultancy is also provided to student-teachers for academic, personal and social problems. Faculty members are engaged in providing consultancy to M.Ed. (regular and correspondence students), M.Phil. and Ph.D. scholars. Consultancy is provided for carrying out action research, preparation of teaching aids and use of multimedia in teaching learning process. Consultancy is also provided to research scholars for collection and analysis of data. The Institution also provides library facilities and computer facilities to students and teachers from other Institutions as well as local public whenever asked for. Consultancy is provided through:

- Guidance and Counselling and Psychology laboratory to the faculty members of other Institution and research scholars.
- Consultancy is provided by the faculty members for M.Phil. and M.Ed. dissertation work organized through distance education mode by the affiliating university and other universities.
- Consultancy is also provided for Ph.D. work by the faculty members.
- Consultancy is provided for conducting conference, seminars and extension lectures, writing research articles and developing communication skills, personality development and special education.
- Syllabus is revised in consultancy with other educational Institutions.
- Consultancy is provided for the development of standardized tools/ tests, teaching aids, methods/techniques of teaching, improvised instructional aids, use of multimedia, evaluation tools and techniques including internal assessment procedures.
- Consultancy is also provided to the community for the admission to B.Ed. and M.Ed. courses.
- Consultancy services are provided through Grievance Redressal Cell and Career Counselling and Placement Cell.

3.3.2 Are faculty/staff members of the Institution competent to undertake consultancy? If yes, list the areas of competency of staff members and the steps initiated by the Institution to publicize the available expertise.

Yes, the Institution has competent faculty members to undertake consultancy. The areas of competency are:

- Dr. S.S. Sharma: Performing Arts (Music and Dance), Multimedia, Life Skills, Research, Sanskrit, UGC Grants and RTI.
- Dr. Gulwinder Kaur: Guidance and Counselling, Research, Economics, Geography and UGC Grants.
- Sh. S. S. Gidda: Health and Physical Education and Yoga.

- Sh. Sharanjit Saini: Fine Arts And Crafts and Fund Handling.
- Dr. Arti Saluja: Education Psychology, Science Education, Personal and Social Guidance, Placement, Research and Career Counselling.
- Dr. Pinkee Rani: Teaching learning Process, Teacher Education, Hindi and Micro teaching.
- Dr. Vipinder Nagra: Environment Studies, Education Psychology, Special/ Inclusive Education, Research, Personal and Social Guidance, Placement, Career Counselling, Research, Life Sciences and Extension services.
- Dr. Monika: Educational Philosophy, Social and Cultural Issues, Research and Extension services.
- Ms. Harvinder Kaur: Library Services, Information Literacy Consultancy and Digital resources.
- Ms Jyoti: Guidance and Counselling, English, Communication Skills and Clinical Psychology.
- Ms. Roma: Statistics/ Mathematics and Philosophy.
- Ms. Archana: Communication Skills, English, Philosophy and School Management.
- Ms Chetna: Punjabi, Educational Psychology and School Management.
- Ms Shikha: Economics, Commerce, Action Research, Micro teaching, Teaching learning Process and Teacher Education.

Steps initiated by the Institution to publicize the available expertise include:

- The Institution has its own website www.davcehsp.com which is regularly updated with available resources, activities carried over and expertise of faculty members.
- Every year the Institution publishes brochure and college magazine which is circulated to the other Institutions and locally.
- Information about the activities is printed in the newspapers of repute to publicize the expertise available.

- Information is passed on from students of current session and Alumni Association to the community through word of mouth.
- Faculty members deputed on duty to conferences/seminars/workshop as delegates, resource persons etc. also help in publicizing the expertise available with the Institution.
- Personal contacts of Principal, faculty members and managements also help in publicizing the expertise.

3.3.3 How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff members and the Institution?

The consultancy provided by the staff members is honorary thus no revenue has been generated.

3.3.4 How does the Institution use the revenue generated through consultancy?

As the consultancy services are provided free of cost, no revenue is generated.

3.4 EXTENSION ACTIVITIES

3.4.1 How has the local community benefitted from the Institution? (Contribution of the Institution through various extension activities, outreach programmes, partnering activities with NGOs and GOs)

- The Institution contributes to the society through its outreach activities as follows:
- Every year a community survey is conducted as a part of Paper -I Philosophical and Sociological Aspects of Education. Under this community survey, students are sensitized towards social problems and issues. They are provided awareness about Right to Education, Right to Information, vaccination, Mid-day meal, etc.
- Every year the Institution organizes blood donation camp in collaboration with HDFC bank and Bhai Ghanaiya Charitable Trust, Hoshiarpur.

- Students of M.Ed. visit the J.S.S. Asha kiran School of Mentally Challenged Children as part of the curriculum. They conduct case studies, render free of cost care, spend time with these children and help them in their co-curricular activities. Financial and material support is also provided.
- The children from Asha kiran School every year exhibit their handmade articles in the Institution and sell these items to earn money.
- The Institution has adopted a nearby village (Village Adamwal) where the students of the Institution conduct various activities related to social awareness of the residents.
- Student-teachers also visit the museum of the Sadhu Ashram- Sanskrit School.
- The Institution organizes environment related activities like tree plantation, awareness through debate competitions, speeches, discussions, seminars, rallies, etc.
- The Institution celebrates International and National days like Human Rights Day, Independence Day, Women Day, Youth Day, Earth Day, Save Water Day, Environment Day, Science Day, Health Day, Pollution Prevention Day, Soil Day, World Aids Day, Punjabi Day, Hindi Day, Literacy Day, Rishi Bodh Utsav, Etc.
- Seminars are organized in collaboration with a NGO -A4C on different issues like human rights, democracy, role of youth, female foeticide, etc.
- Legal awareness campaigns are organized through seminars and lectures.
- Awareness programme related to dengue, malaria, drug abuse are organized through civil hospital authorities.
- Campus Cleanliness drives are carried out by USOL students.
- Participation in traffic awareness campaigns, adult literacy campaigns, Nanhi Chaan Celebrations, Sukanya Samriddhi Yagna, Aashirwad Scholarship Scheme, Beti Bachao Beti Padhao, etc.
- Providing training to school teachers and students about use of computers and e-resources

- The Institution provides help to schools by providing them teaching aids and guidance related to research and use to technology.
- Participation of Management, Principal and students in debates and lectures and talks organized through Jalandhar Doordarshan.
- Institution lawns are used by the community for organizing yoga and meditation exercises after the college hours.
- MoU's are signed by the Institution with community Institutions such as NGO- Asha Kiran, A4C, Municipal Corporation, PRKM Modern Hospital and sister Institutions.
- Library facility is open to community.
- Science resource room, guidance and counselling, psychology lab facilities are open to other Institutions.
- Remedial teaching is provided to students of neighboring schools who are weak in academics.
- Faculty is engaged in rendering guidance and help (financial and material) to the needy students belonging to other sister Institutions and solving their personal problems.

3.4.2. How has the Institution benefitted from the community? (Community participation in Institutional development, Institution- community networking, Institution- School networking etc.)

The Institution is benefitted from the community by:

- Having access to the best schools for practice teaching.
- Members of the community are representatives of college IQAC and provide timely suggestions for quality improvement.
- Support from the parents through Parent Teacher Associations (PTA).
- Linkage with Municipal Cooperation extends every type of support when required.
- Through feedback from the heads of the schools and other stakeholders.

- Organizing extension lectures from personalities of repute from various fields i.e. education, medical, legal, social, religious, cultural and environment, etc.
- Organizing literary activities i.e. debates, speeches in collaboration with other organizations i.e. NGOs.
- Celebrating days of national and international importance with the support of other Institutions of the community.
- Conducting workshop on themes such as Art and Craft, Mathematical Calculations, Yoga, Meditation, Stress Management, Personality Development, Research Methodology, etc. by eminent personalities from respective fields.
- Parent teacher association, alumni association provides feedback for reconstruction of programme and policies of the Institution, and Institutional planning.
- Allowing children from other Institutions like J.S.S. Asha kiran School for Mentally Challenged Children to exhibit their articles for sale in the Institutional campus.
- Providing the Institutions auditorium and building to other Institutions and organizations for organizing their cultural events, examinations etc.
- Organizing blood donation camps in collaboration with HDFC bank and Bhai Ghanaiya Charitable Trust, Hoshiarpur.
- By adopting a village, the students have developed their communication and life skills.
- Conducting surveys regarding awareness about Right to Information, Right to Education, vaccination, mid day meal etc. in various villages.
- Providing manpower resources to the sister Institutions for placement services.
- Inviting judges during cultural events and external examiners during discussion lessons.
- Establishing social networking through Principals and teachers of other schools and colleges.
- Having benefits of community through banks, security (police), telecommunication, post facility, etc.

3.4.3 What are the future plans and major activities the Institution would like to take up for providing community orientation to students?

The Institution would like to-

- Conduct more activities in collaboration with NGOs and GOs.
- Conduct environment related activities more frequently.
- Carry out awareness drives, rallies to reach out to the masses on the social issues of drug abuse, female foeticide, human rights, environmental awareness, health and hygiene, women empowerment, RTI, RTE, RTS, AIDS awareness, road safety, etc.
- Extend services to children of slum areas, orphanage, old age homes, etc.
- Engaging students and faculty to work more actively with NGOs.
- To start the project of Rainwater Harvesting.
- Adopt any school or nearby village for educating the adult and children.
- Organize more workshops for computer literacy and stress management techniques.
- Conduct tours and trips to places of scientific importance, religious places and to the Institutions of repute i.e. academic excellence and rich research facilities.

3.4.4 Is there any project completed by the Institution relating to the community development in the last five years? If yes, give details.

- Short term projects taken by the student teachers and faculty members like providing remedial teaching to students weak in academics, special classes and enrichment classes is completed every year.
- Spending quality time with disabled students for playing, talking, and listening to them is taken up every year and completed by the M.Ed. students.
- The Institution helps in the development of the community by adopting a nearby village where the residents are made socially aware.
- Helping the needy with financial and material resources.

3.4.5 How does the Institution develop social and citizenship values and skills among its students?

Morning assembly is conducted every Tuesday to inculcate the values through various activities like gayatri mantra, prayer, thought for the day, speech on great educationists, lectures or talks on important days and occasions, short skits, documentaries, etc. to develop social, moral, cultural, religious and citizenship values and skills among students.

- Trips to places of importance like Bhakra Nangal Dam, Science City, Virasat-e-Khalsa, etc.
- Tours to various states of India.
- Visits to Sadhu Ashram, Asha kiran School,
- Conducting various co curricular activities like literary, cultural, music, sports, art and craft.
- Celebrating of national and international days and festivals like Teacher's Day, Republic Day, Independence Day, Women Day, Gandhi Jayanti, Human Rights Day, Youth Day, Earth Day, Save Water Day, Environment Day, Science Day, Health Day, Pollution Prevention Day, Soil Day, World Aids Day, Punjabi Day, Hindi Day, Literacy Day, Rishi Bodh Utsav, Lohri, Holi, etc.
- While conducting various activities related to social awareness in the adopted village, the students also acquire such values in themselves which help in making them more socially responsible.
- Lectures or talks on topics of relevance like time management, water conservation, health and hygiene, meditation, prevention of diseases, legal awareness.
- Workshop on different themes for developing manipulative, handling, cooperation and leadership skills.
- Providing illustrations while teaching.
- Organizing seminars, workshops and quiz competitions.

3.5 COLLABORATIONS

3.5.1 Name the national level organizations, if any, with which the Institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

- The Institution has established linkages with AIAER (All India Association of Educational Research), Puducherry, CTE (Council of Teacher Education) Bhopal, S.I.T.U Council of Educational Research, Chennai as faculty members are life members of these organizations.
- The Institution comes under the recognition of section 2f and 12b of UGC, New Delhi.
- The M.Ed. and B.Ed. course is recognized from NCTE.
- The Institution is also linked with a NGO-A4C (Regd.) and NGO Ashakiran School for Mentally Challenged Children (Regd.).
- The Institution is also linked to Rotary Club (North), Hoshiarpur and Bhai Ghaniya Charitable Trust for organizing Blood Donation Camp.
- The Institution has linkages with P.R.K.M Modern Hospital for rendering medical facilities.
- The Institution has also signed a MoU with Village Adamwal's Sarpanch where collaboration is sought from the village to allow the students to conduct social surveys and activities in the village.
- The Institution is also regular subscriber of University New, (Association of Indian Universities) New Delhi.
- The Institution has linkage with National Psychological Research Cell, Agra also.
- Journals and books of NCERT are prescribed in the college library.
- The faculty of the Institution is associated with G.N.D.U., Amritsar as paper setter.
- The Institution has collaboration with the P.U., Chandigarh School of Open Learning, as centre of correspondence studies for B.Ed. classes.

- The faculty members are also linked with other national universities as Ph.D., M.Phil. and M.Ed. supervisor.
- These linkages have resulted in:
 - ✓ Carrying out research work through publication of articles in the journal printed by AIAER, CTE, and S.I.T.U.
 - ✓ The faculty members and research scholars has been benefitted being members of CTE as it has encouraged publishing the articles in the journals. The CTE has also felicitated the faculty members with honours on completion of the Ph.D. work and encouraged paper presentations in conference/seminar/workshop organized by them.
 - ✓ The college has received various grants from UGC from time to time.
 - ✓ Affiliation to PU Chandigarh open school has enabled in providing correspondence classes to B.Ed. Students.
- Linkage with NGO -A4C has helped in organizing seminars, debates and speeches in the college and also carrying out inter college competitions. Many faculty members have been honoured for their achievements in the field of their specialization.
- Linkage with NGO Ashakiran- A School for Mentally Challenged Children has resulted in developing social, moral, citizenship values and skills among the students. It has increased the confidence level, cooperation, sympathy, empathy, compassion, team work among students, making them more humane.
- Linkage with the NCERT has enabled in increasing the cognitive domain of the faculty members as well as students teachers and research scholars.
- P.R.K.M Modern Hospital has rendered medical facilities.
- National Psychological Research Cell, Agra published the standardized research tools of faculty members.
- SITU as reviews of articles/ manuscripts/ book reviews.
- Overall, these linkages have resulted in rich academic and research resources.

3.5.2 Name the international organization with which the Institution has established any linkage in the last five years. Details the benefits resulted out of such linkages.

Linkages with international organizations are to be established.

3.5.3 How did the linkages, if any contribute to the following?

- i. Curricular Development**
- ii. Teaching**
- iii. Training**
- iv. Practice Teaching**
- v. Research**
- vi. Consultancy**
- vii. Extension**
- viii. Publication**
- ix. Student Placement**

The Institution is affiliated to Panjab University, Chandigarh and the curriculum including teaching, training, practice teaching, research, etc. is followed according to the recommended guidelines. In addition to this, the linkage with different organizations too has contributed in the following ways:

Curriculum Development

Workshop conducted by PU, Chandigarh regarding curriculum development or revision was attended by the Principal and few faculty members. It enables them to share their intellectual opinions and views to bring out the best possible reforms in curriculum.

Teaching and Training

These linkages enables the faculty members, research scholars and students teachers update their knowledge in various areas of teaching learning. They attend the conferences/seminars/workshop/ extension lectures of experts organized through these linkages. They are trained in using various innovative teaching skills, modern equipments to make the classroom interactions effective and maintaining more cordial student teacher relations.

Practice teaching

Linkage with various schools for teaching practice enables the student teachers to get practical experience of real class room teaching, the problems faced by both students teachers and their students, the effective ways of dealing or solving these problems, the skill, the teaching techniques, the methods of teaching, etc. are all effectively dealt through these linkages.

Research

The linkages with educational and research organizations has enabled to promote research and extension activities among the faculty members. The award of honours have acted as positive reinforcement for the other members of staff and student teachers to participate in more research oriented activities and keep themselves abreast with recent developments. This also helps to develop national and international competency and expertise.

Consultancy

Linkages has improved the consultancy services in the areas of innovative methodology and technology, research, teaching techniques, writing research articles, publications of books, conducting conferences/seminars/workshop for acquiring latest knowledge.

Extension

Increased the number of awareness programmes related to various issues through seminars and workshops and extension lectures.

Publication

The number of publications has increased through these linkages thereby enabling more information sharing.

Student Placement

Linkage with schools has increased the student placement in various Institutions through Institution placement cell.

3.5.4 What are the linkages of the Institution with the school sector? (Institution-school- community networking)

- The Institution maintains a good rapport with the school sector. They give chance to the students teachers to get firsthand experience of teaching learning process and situations and hence, adequate placements.
- They provide resources for data collection to carry out dissertation work.
- Student teachers from the Institution provide remedial teaching to students weak in academics and those who belong to economically weaker sections.
- Teachers from the school take up research work and consult library resources and tools/tests from the Institution. Faculty members from the Institution are involved in supervising their research work.
- Principals, teachers and students are actively involved in Institutional work such as providing feedback, external examiners, contributing towards organizing educational programmes in the Institution and judging the events.
- School infrastructure like classrooms, laboratories and playgrounds are used for conducting examinations, practical and sports events.
- Faculty members too are involved in rendering their support and consultancy to schools in link with the Institution.
- The Principal and senior teacher are invited by management of schools and colleges to act as members of selection committee for recruitment of teachers.
- Faculty members are called for delivering extension lectures in the area of their specialization.
- ICT workshop is organized by the Institution to train the teachers and students of different schools.

- Functions of schools are presided over by Principal, faculty members and student teachers.

3.5.5 Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching? If yes, give details.

Yes, the faculty is actively engaged in the school and with teachers and other school personnel to design, evaluate and deliver practice teaching.

- The faculty in-charge of practice teaching is assigned the duty to interact with the different schools after taking due permission from District Education Officer to practice teaching in schools.
- The student teachers and faculty members visit the allotted schools and interact with the Principal of school as well as the class and subject teacher of the class.
- Time table is allotted to the student teachers after discussion with the teachers of the school.
- Student teachers everyday teaches the students and the concerned regular teacher of the class, suggests and guides the student teacher regarding the method of teaching and student managing techniques.
- Faculty member also interact with the class teachers regarding the feedback of student teacher teaching in the class.
- Student teacher along with the faculty members organize morning assembly, competitions like drawing and painting, sport events, literary events, examinations in association with the Principal and teachers of the school.
- Throughout the teaching practice there is continuous interaction between the Principal, concerned teachers, student teachers and faculty members regarding the performance of student teacher i.e., the way of teaching, the method of teaching, teaching aids used, maintenance of discipline and class control etc.

- Feedback is taken from the Principal and teachers of the school regarding the student teachers overall performance in the school thus, helping in improving their performance.
- Student teachers also carry out remedial teaching for the needy students in free/extra periods.
- Faculty members evaluate and assign weightage to the students teachers in consultation with school teachers.
- Discussion lesson schedules are organized in consultation with the school personnels.
- The faculty member's daily check the lesson plan note books and provide suggestions.
- Adjustments periods are assigned to the students teachers whenever needed.
- Student teachers are provided guidance for making lesson plans, teaching aids, school report, case study, etc.

3.5.6 How does the faculty collaborate with school and other Institution or university faculty?

- They actively participate and present papers in conferences, seminars and workshops organized by other Institutions.
- They interact directly or indirectly with teacher of schools during and after teaching practice.
- They collaborate with each other through E-mails for sharing of information.
- Research guidance and services is undertaken from university faculty and is also provided to school faculty and research scholars.
- Faculty is invited to deliver guest lectures or extension lectures in other Institutions.
- Interzonal and zonal competitions for teaching aid preparation and skill in teaching or youth festivals are organized in other Institution, thus enabling interactions with faculty.
- Faculty members are invited in annual prize distribution functions, inaugural functions or other functions by the schools and sister Institutions.

- Faculty is invited to act as external examiners or resource persons or judges in various events.
- They interact with each other through social networking sites like Facebook, Whatsapp, Twiter, Hike, Viber, WeChat, etc.
- Principal and faculty members being members of Board of Studies are invited to attend meetings and share their valuable insights and opinions for positive outcomes.

BEST PRACTICES IN RESEARCH, CONSULTANCY AND EXTENSION

3.6.1 What are the major measures adopted by the Institution to enhance the quality of research, consultancy and extension activities during the last five years?

- The faculty is encouraged to present their articles in various conferences, seminars and workshops
- To publish in journals with high citation index and impact factors.
- To carry out doctoral work.
- To provide research consultancy to M.Ed. and M.Phil. students through distance mode.
- The Institution provides all sort of support including research material, technology, etc to the faculty for professional development.
- Library resources including e- resources and internet facility are extensively provided for faculty, student teachers and research scholars.
- Experts from various fields of specialization are invited to enhance the knowledge and skills of the faculty and students.
- The Institution extends its hand of service by adopting a village to inculcate social values among the residents.
- Consultancy services are provided free of cost to the students, teachers and community through Placement Cell, Grievance Redressal Cell, Counselling Cell, Research and Extension Society.

3.6.2 What are significant innovations/ good practices in research, consultancy and extension activities of the Institution?

- Participation and presentation of articles in State/ National/ International Conferences/ Seminars/ Workshop.
- Publication of articles in journals of international and national journals with high citation index.
- Five faculty members are pursuing Ph.D. research work.
- Extension lectures are invited to upgrade the research expertise of faculty members, student teachers and research scholars.
- Guidance services are provided not only to our students but also to students of other Institutions for Ph.D., M.Phil. and M.Ed. dissertations.
- Providing all type of support and facilities to faculty and students of other Institutions of the community including library, academics and personal guidance.
- Regular visits are organized to J.S.S. Ashakiran School- a School for Mentally Challenged Children, Sadhu Ashram and trips to places of relevance.
- Awareness programmes like seminars, debates, discussions, workshop in collaboration with NGO's are organized.
- Organizing Parent Teacher Meets, Alumni Meets, honoring the experts, blood donation camps, Athletic meet, etc.
- Excellent computer and library resources with Wi-Fi facilities.
- The Institution is free of plastic bags, tobacco and smoking.

CRITERION IV

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 Does the Institution have the Physical Infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose the Master Plan.

Yes, the Institution does have the Physical Infrastructure as per NCTE norms. The total area of the Institution is 27132.24 sq. ft. The Institution has well developed and well equipped physical infrastructure that effectively caters to the curricular and co-curricular requirements of the students and faculty. The following table provides an overview of the physical infrastructure available in the Institution:

Table-4.1 (a) Academic Infrastructural Facilities Available in the Institution

Sr. No.	Room	Number
1	Class Rooms	7
2	Library Cum Reading Room	1
3	Micro Teaching Laboratory	1
4	Computer Lab	1
5	Psychology Laboratory, Guidance and Counselling Laboratory, Career Counselling and Placement Cell	1
6	Science Resource Room	1
7	Fine Art Studio	1

8	Health and Sports Services Resource Centre	1
9	Instructional Material Workshop	1
10	Music Room	1
11	Faculty Chamber	1
12	Auditorium/Seminar Hall	1
13	Girls Common Room	1
14	Boys Common Room	1
15	Toilet Facilities	
	A) For Girls	6
	B) For Boys	3
	C) For Staff	3
	D) For Class IV Employees	1
16	Parking Space	1
17	Store Room	3
18	Canteen	1
19	Lawns	2
20	Open Stage For Holding Various Functions	2

Table-4.1(b) Administrative Infrastructural Facilities Available in the Institution

Principal Office	1
Administrative Office	1
IQAC Room	1

Table-4.1(c) Hostel Infrastructural facilities available in the Institution

Girls Hostel	1
Visitor room	1
Single Female Faculty Accommodation	6
Guest Room	1
Common Room	1
Dining Room	1
Warden Accommodation	1
Assisting Staff Accommodation	2

Table-4.1(d) Infrastructural facilities available on sharing basis

Canteen	1
Playground	1
Parking Space	1
Multipurpose Hall	1
Lawn	1
Conference Hall	1
Hostel	1

The total amount invested for developing Infrastructure is as follows (for last Five years):

Table 4.1(e) Total amount invested for developing infrastructure for last five years

S. No	Year	Amount Invested
1	2010-11	25,0934
2	2011-12	1,0296834
3	2012-13	1,0214096
4	2013-14	48,89344
5	2014-15	2,80455

The master plan of the Institution is attached in Annexure V.

4.1.2 How does the Institution plan to meet the need for Augmenting the Infrastructure to keep pace with the Academic Growth?

The Institution has the potential and a policy of expansion and augmentation of the infrastructure to keep in place a learner friendly and conducive classroom and campus environment and improve it further. The management provides sufficient funds to meet the expenses to augment the infrastructure and resources from time to time. It includes construction, renovation and maintenance of library, auditorium, computer lab, science resource room, fine art studio, class rooms, psychology lab, guidance and counselling lab, health and sports resource room, common rooms, washrooms, lawns etc.

4.1.3 List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

The Institution has following infrastructural facilities for actively organizing various co-curricular and extracurricular activities including games and sports:

- For organizing indoor game and sports activities, the Institution has a well equipped health and sport services resource room. The facilities like carom board, chess, skipping ropes, table tennis, and badminton are availed by the student-teachers.
- Television and Multimedia facility is also available to view educational and recreational programmes.
- Large playground is available of the neighboring sister Institution which is actively utilized for organizing outdoor games and sports activities like, Basketball, Volley Ball, Football, Cricket, Shotput, Discus throw, Racing, etc.
- For organizing all the cultural activities, the Institution has well maintained, well equipped Auditorium with large seating capacity. It is equipped with latest sound systems as well air -conditioners, laptop, projector with screen, CCTV, etc.

- To carryout musical events the Institution has a musical room equipped with Tabla, Sitar, Tanpura, Harmonium, Dholak, etc.
- The Institution also has Fine Art Studio for preparing items of fine arts and craft. It has all the necessary raw materials required for preparing the craft and fine art items.
- Instructional material workshop room is utilized for preparing instructional materials in all teaching subjects. It is equipped with all the items and raw materials necessary for preparing instructional materials.
- Library is enriched with reference books, journals, e-books, e-journals, newspapers, magazines, computer with internet facility which is used for supplementing co-curricular and extra-curricular activities.

4.1.4 Give details on the physical infrastructure shared with other programmes of the Institution or other Institutions of the parent society or university.

The Institution shares following physical infrastructure with other programmes of the Institution or other Institutions of the parent society or university:

- Auditorium
- Playground for Outdoor Games
- Canteen facilities
- Hostel
- Multipurpose hall
- Conference hall
- Lawns
- Parking

4.1.5 Give details of the facilities available with the Institution to ensure the health and Hygiene of the Staff and Students (Rest Rooms for Women, Wash Room facilities for men and women, canteen, health center etc).

Following facilities are available with the Institution to ensure the health and hygiene of the staff and students:

- The Institution is surrounded by trees, large playgrounds and well manicured lawns with flowering plants and shrubs creating a healthy and pollution free environment.
- The Institution has water purifier systems (RO) installed for safe drinking.
- There is a part time lady doctor available to provide medical facilities to the students along with free medical check –ups in the health and sports resource centre.
- Separate, neat and clean, spacious washrooms are available for the boys, girls, male and female faculty. Full time and part time sweepers are available for regular cleaning.
- The Institution has the provision for girls' common room with all the basic and recreational facilities.
- The Institution also have boys common room with recreational facilities.
- Canteen facility is available on the campus which provides fresh, healthy and hygienic eatables and also ensures hygienic conditions in and outside the canteen.
- The college maintenance committee takes due care about the cleanliness of the classrooms, laboratories, lawns, corridors and surroundings.
- The Institution has also collaborated with the P.R.K.M. Modern Hospital, Hoshiarpur for providing free medical facilities to the staff and students during college hours.
- The Institution is plastic free and also tobacco and smoke free.

4.1.6 Is there any Hostel Facility for Students? If yes, give details on capacity, number of rooms, occupancy details, recreational facilities including Sports and Games, Health and Hygiene Facilities etc.

Yes, the Institution has hostel facility for the students (girls). The details are as follows:

- The hostel has the capacity of accommodating above 150 students.
- There are about 60 rooms available which are well furnished and well ventilated with all the basic amenities.
- There is separate common room with T.V and cable and basic recreational items like carom board, badminton, etc.
- There is one warden, one lady care taker inside the hostel that takes care of every need and requirements of the students.
- Generator facility is also available.
- RO System is installed on water coolers to provide clean and hygienic drinking water.
- Neat and clean washrooms are available. Bathrooms have hot water facility.
- The hostel has neat and clean mess with spacious dining area.
- The hostel too have rich plantation and well maintained lawns.
- The care taker takes due care for the maintenance of cleanliness in the hostel premises.
- There is provision of well maintained one guest room and a visitor room.
- Separate accommodation is available for a single female faculty member.

4.2 Maintenance of Infrastructure

4.2.1 What is the Budget allocation and utilization in the last five years for the Maintenance of the following? Give justification for the allocation and unspent, if any.

- **Building**
- **Laboratories**

- **Furniture**
- **Equipments**
- **Computers**

The details regarding budget allocation and utilization for the maintenance of infrastructure for the last five years (2010 to 2015) are as follows:

Table 4.2 Budget Allocation and Utilization for the Maintenance of Infrastructure for the last five years (2010 to 2015)

Infra-Structure	Year 2010-11	Year 2011-12	Year 2012-13	Year 2013-14	Year 2014-15
Building	84916	8349100	8685185	3443716	-----
Laboratories	8443	56960	3374	23550	6450
Furniture	28814	-----	547194	819187.15	108138.30
Equipments/ Computers	111314	626000	158750	100341	86989

4.2.2 How does the Institution plan and ensure that the available infrastructure is optimally utilized?

Before the commencement of the academic session, the IQAC of the Institution along with the Admission and Advisory Committee frame the academic calendar taking into consideration the academic calendar of PU, Chandigarh for Educational Colleges. The academic calendar specifies the schedule of the curricular and co curricular activities to be conducted throughout the session to assure optimal utilization of available infrastructure. Even the time table is allocated in such a manner that the class rooms are used continuously and effectively for teaching learning process, house tests, examinations, and house/tutorial activities.

- The auditorium is used for conducting seminars, conferences, workshops, cultural events and community related activities. The auditorium is provided to other

Institutions and NGOs for organizing events.

- Library is extensively used for reading, research and referring purpose during and after college timings.
- Computer laboratory provides latest technological facilities to the students and faculty to incorporate their teaching and learning process, preparing assignments and preparing projects, PowerPoint Presentations, etc.
- Science Resource Room provides all the necessary equipments and materials to carryout experiments or demonstrations.
- Micro teaching laboratory is utilized for providing training to the student teachers for micro skills, preparation of transparencies, use of OHP's, instructional materials, etc.
- Fine Art Studio and Instructional Material Workshop room provides training in the preparation of fine art material, craft items and give opportunity to create innovative teaching aids.
- Playground is used for carrying out various sports activities for physical fitness of the students.
- College canteen provides space for satisfying the hunger and taste buds of all.
- Health and sports services resource room is used indoor sports purposes as well as for medical facilities.
- Music room is also used as class room as well as resource room for preparing and rehearsing cultural or musical items.
- Common rooms provide recreational benefits to both boys and girl students.
- Faculty Chamber is the room for the faculty members where they discuss, mark assignments/ answer sheets, hold meetings and refresh themselves.

4.2.3 How does the Institution consider the environmental issues associated with the infrastructure?

The Institution has adopted various means to consider the environmental issues associated with the infrastructure with foremost importance:

- The Institution has a refreshing environment with a lush green campus in the heart of the city with well manicured lawns.
- The Institution is a plastic free zone.
- It is tobacco free and smoking free zone.
- The Institution has well ventilated classrooms with ample natural light and aeration.
- The Institution uses LED lights.
- Herbal garden is maintained in the campus which enlightens the students about the benefits of various medicinal plants like Amla, Tulsi, Neem, Aloe vera, etc.
- Dustbins are provided in all the rooms and corridors and other required places.
- Fire extinguishers are installed at different corners of campus.
- The washrooms have exhaust fan facilities.
- Appropriate waste management system is followed to avoid accumulation of waste.

Apart from this, the science and eco club of the Institution conducts awareness activities regarding the prevention and preservation of environment.

4.3 Library as a Learning Resource

4.3.1 Does the Institution have a qualified Librarian and sufficient Technical Staff to support the Library (materials collection and media/computer services)?

Yes, the Institution has a qualified Librarian (M.Lib.I.Sc, P.G.D.C.A., NET cleared and pursuing Ph.D. in Library and Information Science), one Library Restorer (B.A., B.Lib.I.Sc. and P.G.D.C.A.) and one Library Attendant /Peon to provide library services to its users. A library committee has also been constituted to support and review the library services.

4.3.2 What are the library resources available to the staff and students? (Number of books-volumes and titles, journals- national and international, magazines, audiovisual teaching- learning resources, software, internet access, etc.)

The Institution has an excellent library housed in a commodious hall with following resources available to the staff and students:

Table 4.3(a) Library Resources Available in the Institution

Sr. No.	Library Resources	Total Number
1.	Total Books	14563
(A)	Text books	8078
(B)	Reference books including general books	6454
	Reports of Education Commissions and Committees	24
	Surveys on Education	7
2.	Titles in library collection	5034
3.	Total Number of M.Ed. Dissertations	502
4.	Total Number of Educational Journals (in current session)	26
(A)	National	24
(B)	International	2
5.	Backsets of Journals and Magazines	982
6.	Number of Magazines (in current session)	7
(A)	Hindi	2
(B)	Punjabi	1
(C)	English	4
7.	Number of Newspapers	8

(A)	Hindi	3
B)	Punjabi	2
(C)	English	2
(D)	Weekly(Employment News)	1
8.	Computer System available	4
9.	Internet Facility	Yes
10.	CDs of Dissertations and other Teaching Learning Resources	105
11.	Reprographic Facility	Yes
	Printer cum Xerox Machine	1
12.	Daily Visitors	Approx.150-160
(A)	Teacher	10-15
(B)	Students	90-100
(C)	Researchers	40-45
(D)	Others (Research Scholars. Outsiders)	5-10
13.	Total Seating Capacity	50
14.	Average No. of books issued per day	Approx. 40-50
15.	Weeded out Books	996
16.	Book Bank	635
17.	Inflibnet and N-list facility	Yes
(A)	e-Books	97000+
(B)	e –journals	6000+
18.	Library Software in use	CDS/ISIS
19.	Charts	100

4.3.3 Does the Institution have in place, a mechanism to systematically review the various Library resources for adequate, functioning, and to make acquisition decision. If yes, give details including the composition and functioning of library Committees.

Yes, the Institution has in place a mechanism to systematically review the various library resources. There is a library committee comprising five members including Librarian. This committee is headed by Principal. The members of library committee give valuable suggestions and help in implementing decisions regarding various functioning of the library like improvements, purchase and developments.

Table 4.3(b) Members of the library advisory committee

Principal	Dr. S.S. Sharma
Librarian	Mrs. Harvinder Kaur
Faculty Members	Dr. Arti Saluja, Dr. Vipinder Nagra, Dr. Monika
Student Representatives	Anushi(B.Ed.), Harpreet Kaur(B.Ed.), Iqbalpreet Singh (M.Ed.)

The meetings of library committee are held quarterly to review the various library resources and services so as to make it more users friendly.

The functions of the Library Committee are as follows:

- To provide qualitative suggestions and recommendations for the enrichment and improvement of library resources.
- To hold meetings quarterly to assess the requirements of the students and the faculty and take decisions.
- To review and take decisions regarding selection and purchase of books, reference books and journals.

- To address student problems regarding the library use if any.
- To take decisions regarding the book bank facility.
- To give suggestions and review the library policies for making it more user friendly.
- To review and take steps to enhance readership among students and arrange activities helpful in promoting reading interests among students.
- To take decision regarding stock taking, weeding out and write off the outdated resources from library.

4.3.4 Is your Library Computerized? If yes, give details.

Yes, the library of the Institution is partially computerized and equipped with BSNL Broadband unlimited Internet connections. It is automated through the software CDS/ISIS made by UNESCO.

4.3.5 Does the Institution Library have Computer, Internet and Reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use.

Yes, the Institution library has computers, internet and reprographic facilities (Xerox, scanning and printing) with effective and user-friendly library operations. The details on the access to the faculty members and student-teachers and the frequency of use are given as under:

- The Institution library has four computers with BSNL Broadband unlimited internet connections which are used by the faculty in their free periods.
- B.Ed. students have access to these facilities during periods allotted for library in the time table and after the college hours.
- M.Ed. students too have access to these facilities during lunch breaks, periods allotted for dissertation work in the time table and after the college hours.

4.3.6 Does the Institution make use of Infilbnet/ Delnet/ IUC facilities? If yes, give details.

Yes, the Institution is actively using N-LIST program of INFLIBNET from 2012. It facilitates access to 97000+ e-Books and 6000+ e-Journals published in U.S, U.K and India on allied subjects including Education for 365*24*7.

4.3.7 Give details of working days of the library (days the library is open in an academic year, how the library remain open per day etc.)

The details of the working hours of the library are given below:-

- The Library remains open for whole academic session except Sunday and Gazetted Holidays.
- Library remains open from 9:00 am to 5:00 pm on working days and from 9:00 am to 5:00 pm during vacations. The time can be extended according the needs of the student and faculty.

4.3.8 How do the staff and students come to know of the new arrivals?

The titles of the new arrivals are displayed on the display board of the library and the books are stacked in separate almirah. A notice regarding the list of new arrivals is also circulated in the classrooms, so as to provide information to students and teaching faculty regarding the latest study material. Moreover, the information is also shared by the librarian through social networking to students and the faculty.

4.3.9 Does the Institution's library have a book bank? If yes, how is the book bank facility utilized by the students?

Yes, the Institution has a book bank that work under an informal body called Book Bank Society, From book bank the books are issued to economically backward, physically challenged, SC/ST/OBC/ and other needy students for complete session. During the orientation sessions, students are informed about the book bank facility and are asked to

apply for it. Pass out students contribute to the book bank by donating their books. Faculty members also donate their specimen copies to the book bank. Sometimes new books are also purchased for the book bank depending upon the demand.

4.3.10 What are the special facilities offered by the library to the visually and physically challenged persons?

The library is situated on the ground floor with proper lightening and seating arrangements. It provides the facilities to the visually and physically challenged students according to their needs like:

- These students are attended on priority basis.
- Preference is given to visually and physically challenged students for the book bank facility.
- Personal assistance is rendered by library staff to the individuals in retrieving the books from the library.
- Reading material with enlarged font size is also provided.
- Assistance is also made available through peers/buddies, and faculty members.

4.4 ICT as Learning Resource

4.4.1 Give details of ICT facilities available in the Institution (Computer lab, Hardware, Software, Internet connectivity, access Audio- visual, other media and materials) and how the Institution ensures the optimum use of the facility?

The Institution has following ICT facilities available:

Table 4.4 ICT facilities available in the Institution

Sr. No	Facilities	Quantity
1	Computers and Laptop	26+2=28
2	Smart Interactive White Board	4
3	LCD Projectors	08

4	Photocopier	08
5	Scanner	06
6	Television	03
7	DVD Player	01
8	Speaker	10
9	Amplifier	02
11	Camera	01
12	Printers	06
13	Cordless Microphone	06
14	O.H.P.	03
15	Video Camera	01
16	Tape Recorder	01
17	CCTV Cameras	15
18	Public Address System	01
19	Fax Machine	03
20	Lesson Plan CDs	480

Besides these facilities, unlimited internet and Wi-Fi facility is available with every computer present in the computer lab, micro teaching lab, Principal office, administrative office and library.

To ensure optimal utilization of ICT:

- The computer laboratory is utilized by the faculty in the free periods and by the students in the period allotted in the time table and during break.
- The faculty members actively use the smart boards for delivering lectures and by

the students for presentations.

- Computers are used for preparing power point presentations, class notes, developing instructional plans, self learning modules, question papers, writing articles, etc.
- M.Ed. students type their synopsis and dissertations on the computer and also analyze the data through Microsoft Excel programme. Power point presentations of the synopsis are also prepared and presented through projectors.
- OHP are used to provide training to the students and also during practice teaching for giving demonstrations of lessons.
- B.Ed. students type their action researches on computers. They download certain important topics not available in the text books, for preparing assignments, project works, etc.
- Power point presentations, documentaries, short films prepared through ICT are used during morning assemblies and functions.
- Computers available in the library are used extensively by the faculty members and students for accessing the e- resources and for research purpose.
- ICT facilities available in the auditorium are used for conducting seminars, conferences, extension lectures, cultural functions, youth festival rehearsals and for important college announcements.
- Charts, maps and models are used by the students in discussion lessons.

Thus, the ICT resources are extensively used by the faculty and students for qualitative improvement of the teaching learning environment.

4.4.2 Is there a provision in the curriculum for imparting computer skills to all students? If yes give details on the major skills included.

Yes, there is a provision in the curriculum for imparting computer skills to all students through Paper-V (A) (ICT Skill Development), pedagogy subject Teaching of Computer Education and Computer Craft. These courses help the students in gaining information about the basics of computers, its functioning, hardware and software, and its

applications. Computer skills like typing and printing, drawing and painting, power point presentations, working with excel sheets, animation, surfing internet, uploading and downloading data, creating and saving files and documents, sending e-mails, etc are learnt by the students.

4.4.3 How and to what extent does the Institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

ICT/new technologies are extensively used by the students and faculty.

- All the faculty members are computer literate and use this technology in presenting power point presentations, self learning modules, preparing for seminars, conferences, workshops, etc.
- ICT is incorporated not only in dissemination of academic information but also is utilized for arranging good quality co-curricular activities.
- The student-teachers utilize the technology in preparing assignments, demonstration lessons, practice lessons and preparing for class presentations.
- Admission process, internal assessment, preparing data sheets, records and all types of correspondence is done through computer applications. Extra information for various topics is retrieved through internet.

4.4.4 What are major areas and initiatives for which student teachers use/ adopt technology in practice teaching? (Developing lessons plans, classroom transactions, evaluation, and preparation of teaching aids).

Technology serves as an important support in the teaching learning process. The major areas in which the student teachers use technology in practice teaching are:

- For preparing interesting, attractive and expressive lesson plans.
- Demonstration lesson through power point presentations.
- Making effective use of interactive boards and projectors for discussion lessons.
- Transparencies for OHP to be used during demonstration lessons.
- Animated slides for presentation during demonstration lessons.

- Preparing evaluation sheets for reinforcement.
- Pictures/images are downloaded and used to teach during practice teaching.

4.5 Other Facilities

4.5.1 How is the instructional infrastructure optimally used? Does the Institution share its facilities with others for e.g. serve as Information Technology resource in education to the Institution (beyond the programmes), to other Institution and to the community?

The instructional infrastructure is optimally used in the Institution, other Institution and the community. The Faculty and the student-teachers of the Institution make effective use of the instructional infrastructure for curricular, co-curricular and extra-curricular activities within and outside the Institution.

4.5.2 What are the various Audio-Visual facilities/materials (CD's, audio and video cassettes and other material) related to programs available with the Institution? How are the student teachers encouraged to optimally use these for learning including practice teaching?

The various audio-visual facilities/materials available with the Institution are:

- Television
- DVD player
- LCD Projectors
- OHP
- Computer
- Educational CDs
- Camera
- Charts and models
- White boards and screens
- Speakers

- Public Address System and Mikes

The faculty members encourage the students to make efficient utilization of these facilities in their teaching learning process like:

- ✓ Prepare teaching aids
- ✓ Prepare Assignments
- ✓ Design Projects
- ✓ Prepare Case studies and reports
- ✓ Carry out Data analysis
- ✓ Compile Dissertation
- ✓ Present power point presentations
- ✓ Organize Morning assemblies
- ✓ Conduct seminars, conferences
- ✓ Organize college functions
- ✓ Prepare their lesson plans and demonstration lessons
- ✓ Conduct action research
- ✓ Prepare class notes
- ✓ Download useful content to supplement class notes

4.5.3 What are the various general and method Laboratories available with Institution? How does the Institution enhance the facilities and ensure maintenance of the equipment and other facilities?

There is sufficient number of rooms for teaching, laboratories in the Institution so as to enhance the effectiveness of teaching learning process. These general and method laboratories are used for providing the practical knowledge regarding the concerned subjects. The Institution has:

- Instructional Material Workshop.
- Psychology Laboratory.
- Guidance and Counseling Laboratory.

- Computer Laboratory.
- Micro Teaching Laboratory.
- Science Resource Room.
- Fine Art Studio.
- Health and Sport Services Resource Room.
- The Institution enhances the facilities and ensures maintenance of the equipment and other facilities through funds available with the Institution.
- New facilities/materials are added through the recommendation of purchase committee.
- All types of maintenances required are brought to the notice of Principal through the teacher in-charges of these laboratories and permission is sought.
- The stock is checked yearly after the completion of the session and the outdated or worn-out materials are discarded with the due permission of the Principal.
- Regular checks are done in cooperation with the students members of the laboratories.

4.5.4 Give details on the facilities like Multipurpose Hall, Work Shop, Music and Sports, Transport etc. available with the Institution.

- The Institution has an air conditioned Auditorium on the first floor which is equipped with screen projector, video camera, public address system, amplifier, sound system, CCTV cameras, flash lights and has a seating capacity of about 350 persons.
- There is a separate Music room equipped with essential music instruments like Harmonium, Sitar, Tablas, Dholak, etc.
- The Institution also have a Health and sports services resource room having indoor and outdoor sports equipment like Carom Board, Chess, Football, Volley Ball, Cricket Kit, Table Tennis, Badminton etc. along with medical facilities. Yoga and meditation activities are also performed here.

- Institution shares the transportation facilities with sister Institutions whenever required.
- Instructional Material workshop is also available in the Institution that provides all sorts of raw materials essential for preparing instructional materials. Instructional materials of various subjects are also available in this room.
- Science Resource room provides materials like apparatus and equipments for conducting experiments during practice teaching and discussion lessons.
- Fine Art Studio also provides necessary materials for preparing fine art and craft items and instructional materials like colors, paints, brushes, charts, sheets, canvas, etc.

4.5.5 Are the classrooms equipped for the use of latest Technologies for teaching? If yes, give details, if no, indicate the Institution future plans to modernize the classroom.

Yes, the classrooms are well equipped for the use of latest technologies for teaching. Extra electric points/sockets are also provided to use more than one technology media.

- Smart boards with projectors are available in the classrooms that can be easily connected to laptops, mobile phones and CPU.
- Portable LCD projectors along with screens are used as per the requirements of the faculty and students wherever mounted projectors are not available.
- Over head projectors are also available for teaching in the class rooms.

4.6 Best Practices in Infrastructure and Learning Resources

4.6.1 How does the faculty seek to model and reflect on the Best Practices in the diversity of instruction, including the use of technology?

- The Institution makes continuous and effective use of technology right from the admission process to the evaluation process.

- Strong motivation by the management and head of the Institution, commitment and competence of the faculty members had always led the faculty members to actively incorporate new strategies in the teaching learning process thereby encouraging the students to model them.
- The faculty members are technology literate and extensively incorporate technology in their teaching learning instructional strategies. They prepare instructional plans well at the beginning of the session and provide instructions accordingly throughout the session.
- Students are also trained through competent faculty for using technology in practice teaching, preparing class notes, assignments, teaching aids, demonstration lessons.
- The alumni association has a Facebook page for providing information about the Institutional achievements and instructions.
- They are trained to use OHP, Screen projectors, teaching aids, multimedia etc.
- The micro teaching lessons are videographed.

4.6.2 List Innovative Practices related to the use of ICT, which contributed to quality enhancement.

The innovative practices related to the use of ICT that have been contributed towards quality enhancement are:

- Increased utilization of multimedia technology in all the aspects of teaching-learning process.
- Efficient use of technology for organizing functions in the Institution.
- Use of digital interactive boards in teaching learning process, during discussion lessons and model lessons.
- Use of LCD Projector for the explanation of particular topics, giving presentations on important occasions, presenting papers during national seminars and presenting ICT based discussion lesson plans.

- Presentation of demonstration lessons through animated slide shows enhancing the concept clarity.
- Preparation of learning modules and action researches making appropriate use of scanners and printers for effective teaching.
- Disseminating information regarding technology oriented skills through seminars and workshops for faculty and students.
- Use of N-LIST and e-resources through user awareness programmes.
- Maintenance of Institutional repository.

4.6.3 What Innovations/Best practices in ‘Infrastructure and Learning resources’ are in vogue or adopted/adapted by the Institution.

The best practices in infrastructure and learning resources in vogue are:

- Lush green campus with well maintained lawns and clean campus.
- Well equipped computer laboratory with internet access.
- Partially Automatised library with repository having plethora of books, journals, magazines, and e- resources.
- Maximum utilization of innovative technologies in the class rooms, assignments, projects, presentations and co- curricular activities.
- Expanding learning resources through active participation with members of other organizations and Institutions.
- Well maintained and managed laboratories to supplement curricular activities for students and faculty from this Institution as well as Institutions.
- Alumni association is highlighted on Facebook page.
- The Institution has an updated website to provide information related to teaching learning process.

CRITERION V

STUDENT SUPPORT AND PROGRESSION

5.1 STUDENT PROGRESSION

5.1.1 How does the Institution assess the students' preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (student pre-requisite knowledge and skill to advance) to competition?

Admission to the B.Ed. course is a centralized process done by the affiliating university (P.U. Chandigarh) on the basis of merit. The students are allotted colleges as per the merit and their preference. Similarly for the M.Ed. students a common entrance test is held by the P.U. Chandigarh and students are allotted colleges on the basis of merit.

The new entrant's preparedness for the programme is assessed through informal interview conducted by the Principal and Senior Faculty members at the time of admission to know their interests and aptitude for the various optional subjects.

Orientation Programme: Soon after the admission procedure ends a general orientation programme is organized by the college for 2-3 days. In this programme, the Principal provide information about the vision, mission, objectives, rules and regulations of the Institution and the decorum to be followed throughout the session. The faculty members provide basic information about the course contents including compulsory and optional subjects, internal assessments, assignments, teaching practice, co-curricular activities, house meetings/tutorials, extension services, dissertation, time table, examination, discipline, etc.

Guidance about Academic session: Students are guided by faculty in course content planning, undertaking projects, guidance and counselling, stress management strategies, development of leadership qualities and to meet the needs of differently able children.

Practical session: Practical sessions are conducted for providing training in micro teaching skills, lesson planning, methods of teaching, simulated teaching, practice teaching and seminars. Regular feedback is given to help the student-teachers to refine and enhance their teaching ability.

Workshops and Extension lectures - Workshops and extension lectures on varied topics are conducted throughout the session by subject experts and by the faculty members.

Community Activities: Students are encouraged towards community services through activities carried out according to the academic calendar.

5.1.2 How does the Institution ensure that the campus environment promotes motivation, satisfaction, development and performance improvements of the Students?

The Institution environment is positive, motivating and comfortable as it takes care of the students' needs. The campus has airy, well lighted rooms and lush green lawns. It has ideal Library, Computer Lab, Psychology, Guidance and Counselling Lab, and Micro Teaching Lab. Besides these, the Institution has a Fine Art Studio and Health and Sports Services Resource room. The Institution overall maintains a humane and democratic environment in dealing with the pupil teachers. Tutorials groups are formed under one teacher educator. A healthy and competitive campus environment is created to motivate the students through following practices:

- For the holistic development of students different types of competitions are organized like Talent Hunt and Annual Sports Meet.
- Participation of students in Youth festival organized by Panjab University Chandigarh.
- Theme based morning assemblies are organized to inculcate moral, social and spiritual values among pupil teachers.

- Suggestion box to receive students' suggestions.
- Organization of seminars, debate, declamation contest and extension lecture in the Institution to increase mental horizon of the students.
- Academic, co-curricular and extracurricular achievements of students are published in newspapers with photograph.
- Certificates for the best performance in activities are given.
- Prize distribution functions are organized to acknowledge and appreciate the Merit holders by giving trophies during the inauguration function.
- Representatives of the houses/tutorial groups are assigned responsibilities to develop the leadership qualities among them.
- Facilities of book bank and needy student aid fund are provided to needy students.
- Availability of adequate ICT facilities for quality enhancement.
- Feedback from students is collected from time to time for quality improvement (Annexure VI).
- Democratic environment prevails in the college that develops a sense of equality and freedom among all.
- Grievance Redressal Cell tries to solve the problems of students for smooth functioning of the Institution.
- Students actively participate in Institutional activities organized by various club and committees for overall personality development.
- The necessary skills for the teaching profession are inculcated through theoretical and practical experiences provided by the competent faculty members.
- Remedial teaching is provided for low achievers.
- N-List (National Library and Information Service Infrastructure for Scholarly Content) programme is available in the college library to enhance the knowledge of the student teacher and improving research quality.
- Availability of adequate ICT facilities are given of computers, laptops, scanners, printers, OHPs, LCD projector, Digital Cameras, VCDs, DVDs, CDs.

Above all the regular motivational interactions of the student-teachers with faculty members during classroom teaching prepare them to face the everyday challenges of life boldly.

5.1.3 Give gender-wise dropout rate after admission in the last five years and best possible reasons for the drop out. Describe (if any) the mechanism adopted by the Institution for controlling the drop out?

The gender wise dropout rate of M.Ed. and B.Ed. students after admission in the last five years is provided in Table 5.1(a) and 5.1(b):

Table – 5.1(a) Dropout Rate of M.Ed.

Session	% of dropouts (male)	% of dropouts (female)
2010-2011	1	4
2011-2012	1	5
2012-2013	-	7
2013-2014	-	3
2014-2015	-	7

Table – 5.1(b) Dropout Rate of B.Ed. Students

Session	% of Dropout (Male)	% of Dropout (Female)
2010-2011	-	-
2011-2012	-	2
2012-2013	-	-
2013-2014	-	-
2014-2015	-	1

The student dropout is due to health issues, immigration, marriage, getting admission in higher studies and getting jobs. The Institution orients the student-teachers about the course content, the expectations and commitment required. Special care facilities are

provided to students having health problems and if the student is continuously absent for more than a week then they are contacted telephonically to know about their problem. Student-teachers failing or not appearing for the house examinations are provided special chance to reappear. The Institution also provides appropriate guidance and counselling services as and when required.

5.1.4 What additional services are provided to students for enabling them to compete for the jobs and progress to higher education? How many students appeared/qualified in SLET, NET, Central/State Services through competitive examination in the last two years?

The Institution provides support services to the students through following measures:

- Enrichment classes are arranged for the students for National Eligibility Test (NET), Punjab State Teacher Eligibility Test (P-TET) and Central Level Teacher Eligibility Test(C-TET).
- Guidance and Counselling Cell of the Institution provides academic and career guidance and counselling to the students regarding higher studies courses and their future scope.
- Guidance is provided for attending interviews through mock training.
- Seminars and extension lectures are arranged through experts for developing communication skills and overall personality development.
- The faculty teaches M.Ed. students keeping in mind the syllabus of JRF/NET/UGC competitive examination.
- Institution provides open access to internet, and newspapers like employment news in the library for upgrading the students about the world of education and employment. Verbal information is also given to students.
- Career Counselling and Placement Cell of the Institution keeps close track of the jobs avenues and vacancies available in schools and colleges and provide information to student-teachers by displaying on the notice board.

- The Institution maintains a close contact with the practicing and neighboring schools and refers its promising students to the heads of these schools for placement.
- Personality development and communication classes are organized in the Institution to train the students for resume writing and facing job interviews.
- Hands on computer training are provided to student-teachers. They are provided with opportunities to utilize technology during practice teaching and classroom presentations.
- Soft Skills Development Programmes are organized in the Institution.

A number of students have appeared and qualified the NET/TET and CTET through competitive examinations in last two years. The detail is provided in the Table- 5.2.

Table – 5.2 List of NET, TET, and CTET Qualified Students

S. No	Session	NET Appeared	NET Cleared	Central Govt. Services Appeared	Central Govt. Services Qualified	State Govt. Services Appeared	State Govt. Services Qualified
1	2013-14	23	02	243	112	281	15
2	2014-15	29	09	220	107	260	16

5.1.5 What percentages of students on an average go for further studies/choose teaching as a career? Give details for the last three years.

Majority of the student teachers who complete their M.Ed. and B.Ed. course enroll themselves in different Post Graduate courses in departments of Universities and different Colleges. Few student-teachers of our Institution take admission in M.Ed. A good numbers of student-teachers choose teaching as their career. About 67% choose higher studies and 19% choose teaching as a career. The details have been mentioned in table 5.3

Table 5.3: Details of Percentage of Students gone for Higher Studies and Teaching Jobs.

Sr. No.	Session	%age of Students gone for Higher Studies	%age of Students opting for Teaching Jobs
1	2012-2013	67	23
2	2013-2014	71	15
3	2014-2015	63	20

5.1.6 Does the Institution provide training and access to library and other education related electronic information, Audio/Video resources, computer hardware and software related and other resources available to the student teachers after graduating from Institution? If yes, give details on the same.

Yes, the alumni seek assistance and guidance from the Institution for using various types of resources such as library, Resource Rooms, Computer Lab, and Electronic Information. They visit the library for pursuing their research work and use books, journals, periodicals, e-journals, e-books etc.

The students pursuing for higher education are also provided access to library resources, electronic resources and computer laboratory. The alumni and faculty assess these resources very often for their professional enhancement. They also provide guidance to the student-teachers of the present session in planning lessons, giving demonstrations and preparing teaching aids using ICT.

5.1.7 Does the Institution provide placement services? If yes, give details on the services provided for the last two years and the number of students who have benefited.

The Institution has an operational Career Counselling and Placement Cell. Proper information of students is maintained in the records. Before leaving the Institution, students' preference for job placements is also recorded. Career Counselling and

Placement Cell coordinates with different educational Institutions and tries to provide placement to students. To facilitate placements for student-teachers, educational Institutions are thus invited for Campus orientation and campus interviews. The cell bridges the gap between the requirements in various schools and the career aspirations of the students. The details of number of students placed in schools in the last two years is given in Table 5.4

Table – 5.4 Details of Students Placed in Schools through Placement Cell of the college in the Last Two Years:

Sr. No	Name of the Institution	No. of Students
1	Woodland Overseas School, Hoshiarpur	05
2	Swami Vivekanand Public School, Hoshiarpur	03
3	Mai Bhagwanti Vidyamandir, Hoshiarpur	02
4	Gems Cambridge School, Hoshiarpur	04
5	Sant Sharomni Namdev Public School, Hoshiarpur	02
6	Toddler's Home School, Hoshiarpur	03
7	Manvta Mandir School, Hoshiarpur	02
8	Dasmesh Public School, Hoshiarpur	02
9	Mount Carmel School, Hoshiarpur	01
10	Saraswati Public School, Hoshiarpur	03
11	Vikas Vidya Niketan School, Hoshiarpur	02
12	Ch. Babir Singh Sr. Sec School, Hoshiarpur	01
13	D.A.V. Sr. Sec. School, Hoshiarpur	01

Most of our M.Ed. students have also got placed as Assistant Professors in various colleges of education. The detail is given in Table 5.5.

Table 5.5 Details of Students Placed through Placement Cell of the College in the Last Two Years:

S. No	Name of the Institution	No. of Students
1	D.A.V College of Education, Hoshiarpur	4
2	D.A.V College Hoshiarpur	1

5.1.8 What are the difficulties (if any) faced by the placement cell? How does the Institution overcome these difficulties?

The Institutions Placement Cell is actively functioning to provide benefits to the students yet there are certain difficulties that are generally faced by the Institution.

- It is generally experienced that the schools call for the placement of student teachers in the month of March/April and this time period does not suits as during this period student teachers are already pursuing their degree. As a result they do not get the chance for placement.
- The majority of the students coming to the Institution belongs to rural areas and has strong preference for job at their place of residence.

To overcome this difficulty:

- The Placement Cell forwards the names of the pass out candidates, for which the record is already available with the Institution.
- The Placement Cell informs the students belonging to rural areas whenever jobs for those areas are advertised by the schools.

5.1.9 Does the Institution have arrangements with Practice teaching schools for placements of student teacher?

Yes, it is a common practice of the Institution to arrange for the placement of student teachers. Candidates desirous of being placed through the placement cell give their resume to the Career Counselling and Placement Cell. Resume of students are sent to the Principal of practice teaching school for their placement. The requirements of practice teaching schools are also made known to the Institutions Career Counselling and

Placement Cell well in advance. The cell then arranges the visit of the practice teaching schools in the Institution to conduct interview and select candidates as per their requirements.

5.1.10 What are the resources (Financial, Human, and ICT) provided by Institution to placement cell?

The career counselling and placement cell comprises of the Principal and three teacher educators who look after the smooth functioning of the Cell. The Institution maintains an exclusive notice board for display of Placement related information. The Institution bears the expenditure to conduct campus interviews and all related activities like Workshops and Lectures, Guidance and Counselling Sessions etc. For the campus interviews, the Institution provides resources like teacher educators for the panel to help in interviews, rooms for testing and conducting interviews, ICT facilities for orientation sessions, refreshments and stationery to the schools. Student's record is also maintained to bridge the gap between job seeker and job giver.

5.2 STUDENT SUPPORT

5.2.1 How are the curricular (Teaching – Learning Processes), Co-Curricular and extracurricular Programmes Planned, (Developing Academic Calendar, Communication across the Institution, feedback) evaluated and revised to achieve the objectives and effective implementation of the curriculum?

Before the starting of the session the curricular, co-curricular and extracurricular programmes are planned for the academic year so that they can be smoothly implemented.

Prior to the planning, the previous year's work is reviewed and feedback is taken from the teacher educators, student teachers and also from the practice teaching schools. Suggestions provided are discussed and a feasibility report is prepared and wherever possible changes are made. An academic calendar is drawn to aid the activities of the entire year. Various course papers, curricular and co-curricular activities are judiciously

distributed among the teacher educators. Portfolios are allotted in a meeting at the start of academic session to ensure proper planning and smooth execution of the same.

The students are well informed about the activities through college calendar in information brochure. Moreover, circulars are circulated in the classes for each and everybody's knowledge. Notices along with the dates are also displayed on the notice board of the college. Announcements are made in weekly morning assemblies regarding the coming events. Different committees meet as per the schedule and requirement to ensure that the activities are carried out as per the planning and all the teacher educators get familiar with their respective roles in the various activities. This helps to review and find problem if any which enables every teacher educator to find suitable solutions. This further helps in achieving the objectives and implementing the curriculum effectively.

After the completion of each activity the staff members review the activity and prepare a report. Students' feedback is also taken informally for co- curricular activities. Feedback performa are filled by students in which evaluation of different aspects of teaching learning process are evaluated. Thus, a good coordination and teamwork helps in the effective functioning and improvement of all the activities.

5.2.2 How is the curricular Planning done differently for physically challenged students?

The syllabus of M.Ed. and B.Ed. course is prescribed by Panjab University, Chandigarh and it is formulated on the basis of Principles of Inclusive Education. There is no separate curriculum for physically challenged students. We cannot change the curricular activities, as it is prescribed by the University.

However special facilities and other needed support is provided to such students by the concerned teachers. Classes are arranged on the ground floor, ramp facility is provided in the Institution for easy movement of such students and library resources are provided through proper assistance. The Institution also provides wheelchair facility to the physically handicapped students.

5.2.3 Does the Institution have mentoring arrangements? If yes, how is it organized?

The Institution has effective mentoring arrangements in all tutorials groups with 10-15 students in each group. These are formed under the mentorship of a teacher educator to reach out all the students. There is a special provision of tutorial period in the college time table where close interaction take place and efforts are directed to sort out the problem of students in academic, co-curricular and personal field. They are encouraged to participate in various activities of the Institution and become active members in the college functioning. The teacher educator makes an effort to improve study skills and provide training in time and stress management. Individual counseling and telephonic assistance is offered to the students if required to solve problems pertaining to personal, family and academic life. Tutorial in-charges update the Principal and the rest of the teacher educators about any student requiring special help so that any significant problem or issue concerning the student teacher can be identified and tackled in a positive and beneficial manner. Proper guidance is provided to nurture the hidden talent of the students.

5.2.4 What are the various provisions in the Institution, which support and enhance the objectiveness of the faculty in teaching and monitoring of students?

The Institution has cordial, democratic and healthy environment. The support system provided by the management and the Principal motivates the faculty members to work effectively. The Institution provides strong support to the faculty to enhance its effectiveness in teaching and mentoring of students through:

- Creating a democratic, encouraging and congenial environment in the Institution.
- Co-operative and supportive relations between the Principal and the faculty members.
- Duty leave is provided to faculty to participate in seminar, conferences, workshops and other extension activities.
- The Institution provides all necessary infrastructural facilities.

- Adequate training is given in the use of latest teaching aids like LCD projectors.
- Flexible time table with provision for academic growth of teachers.
- Expert's talks on the current issues and challenges in the field of education are arranged by the Institution for faculty improvement.
- The Institution encourages the faculty members to take remedial classes for low achiever and special classes for high achievers.
- The Institution provides necessary ICT related facilities like computers, internet, and Wi-Fi facility, etc.
- Mentoring system for the professional and overall development of students.
- Principal conducts periodic staff meetings to know the problems faced by the staff members in carrying out their responsibilities and suggestions are sought.
- Flexibility is provided to faculty members to experiment with innovative ideas.

All the above given supportive measures motivate and make the teachers capable to disseminate the newly acquired knowledge for the benefit of the students.

5.2.5. Does the Institution have its website? If yes, what is the information posted on the site and how often is it updated?

The Institution has an official website www.davcehsp.com. The website is updated at regular intervals. The website displays comprehensive information about the Institution, vision, mission, values and objectives of the Institution, admission procedures, course structure and fee, list of faculty members, academic calendar, syllabus, latest news, results and activities of the Institution contacts, photo gallery, and mandatory disclosures. This keeps the alumni and all other stakeholders updated about the programmes, courses and activities of the Institution.

5.2.6 Does the Institution have a remedial programme for academically low achievers? If yes, give details.

The Institution has a concerning attitude towards low achievers. The individual problems of learners are identified in the class room. After the first house test, students having low

marks are identified then they are individually counselled to find out the reasons and special attention is given to them.

The following measures are adopted to improve upon the performance of the academically low achievers:

- **Remedial classes:** Remedial classes are conducted for low achiever so that they can understand the content in simplified way.
- **Mentoring:** Slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentors for the low academic achievers.
- **Study Circle:** During the study circle the advanced learners study and help the low academic achievers by guiding, sharing notes and solving queries.

5.2.7 What specific teaching strategies are adopted for teaching a) Advanced Learners and (b) Slow Learners?

The advanced and slow learners are identified on the basis of their performance in class tests and house examination. They are also identified based on their active participation, involvement and performance in the class room.

The following teaching strategies are adopted for advanced learners:

- **Seminar Method:** Advanced learners are given units for self-study and are given opportunity to teach the peer through seminar method.
- **Extra material:** Advanced learners are provided with enrichment material for self study under the guidance of teacher educator.
- **Discussion Method:** The content is taught using the discussion method so that students get an opportunity to present their views on the topic.
- **Debates:** Topics which can be debated upon are taught using the debate method. In the process of arguments and defending, the students learn the content.
- **Co-operative Learning:** Topics which are easy to understand are taught through co-operative learning.

The students with low academic achievement are taken special care being identified through house examination result. The following teaching strategies are adopted for student teachers with academic impediment:

- **Remedial classes:** Remedial Teaching is meant for slow learners for the upliftment of their academic performance.
- **Mentoring:** Slow learners in the class are identified and teacher educators as well as advanced learners are assigned as mentors for the low academic achievers. Regular tests are organized for feedback and improvement.
- **Study Circle:** In the study circles the advanced learners help the low academic achievers by guiding, sharing notes and solving queries.

5.2.8 What are the various guidance and counseling services available to the students? Give details.

To enable the students to follow the path of success and happiness, Institution has established Guidance and Counselling Cell and Career Counselling and Placement Cell. These cells functions to promote better adjustment of student-teachers in varied fields of life. Along with this the tutorial system is also helpful in guiding the student-teachers. They are provided guidance in:

Educational Field: Guidance is extended to solve the problems of student-teachers in education like selection of books, reading material, presentation of content, management of speed, enhancing academic scores, minimizing mistakes, etc. Difficulties in particular subjects or the topics are taken up in detail by the concerned faculty. They are provided guidance for pursuing higher studies and courses.

Personal Field: Student-teachers facing any kind of stress in their personal lives seek guidance from expert faculty members. Complete secrecy is maintained to gain the confidence of the student-teachers. Guidance is provided in matters related to family problems, peer group problems and in self-adjustment.

Vocational Field: As most of our student-teachers are willing to opt for a job after completing B.Ed., with the help of Career Counselling and Placement Cell they are

provided required information of Job vacancies at various places, filling the forms, preparing a resume, attending the interview, entering a job and gaining new heights of success.

5.2.9 What is the grievance redressal mechanism adopted by the Institution for students? What are the major grievances redressed in last two years?

The student teachers can make their grievances known to the Institution through:

- The Tutorial Group
- Grievances Redressal cell
- The Students' Council
- Direct approach to the Principal
- Suggestion box

Major grievances redressed in the last two years:

- ✓ The intensity of cleaning the washrooms was increased from twice in a day to thrice.
- ✓ Parking facility for vehicles was increased and watchman was deputed for safety measures.
- ✓ The common room for the girls has been shifted to another location having more space and recreational provisions.
- ✓ Number of lights was increased in library for more visibility.
- ✓ Number of books in vernacular medium was increased taking into notice their insufficiency.

5.2.10 How is the progress of the candidates at different stage of programmes monitored and advised?

For maintaining the progress of the candidates at different stages of programmes the Institution follows continuous and comprehensive evaluation. Both the curricular and co-curricular activities are monitored through a series of class tests, house test, assignments, class discussions, presentation and participation. Student teacher performance during teaching practice is evaluated through internal assessment on the basis of their

preparation of lesson plan, teaching methods and techniques, discipline and participation of co curricular activities.

- Progress of candidates in co curricular activities is monitored through internal assessment by assessing their performance, leadership role, cooperation and overall achievement.
- Observations are done by the Principal, faculty members and peers.
- Feedback mechanism also highlights the progress.
- Complete comprehensive record is maintained by the exam and evaluation committee as well as faculty members.

On the basis of their achievements and performance in curricular and co curricular activities Extra classes/ Remedial classes are arranged where extra notes and experiences is provided to the students. Students also provided proper guidance at all level.

5.2.11 How does the Institution ensure the students' competency to begin practice teaching (Pre-Practice Preparation details) and what is the follow-up support in the field (Practice teaching) provided to the students during practice teaching in schools?

The practice teaching in charge ensures that the student teachers are well prepared before they are sent to the practice teaching schools, their progress is continuously monitored.

Pre-practice is the regular feature to help student-teachers prepare for the actual teaching experience. Two micro teaching lessons and one micro discussion lesson is compulsory for students in each subject before they actually go to schools for practice teaching. The competency of student-teacher to teach in schools is developed through the following Pre-Practice preparations:

- Orientation to practice teaching in methodology classes
- Guidance on the selection of methods
- Orientation to various micro teaching skills
- Guidance on complete lesson planning strategies and objective writing.
- Method wise model demonstration lesson by teacher educator.

- Model lesson by teacher educator.
- Model lesson by M.Ed. students.
- Practice of lesson planning and correction work
- Simulated Teaching by teacher educator
- Interactive session with school teachers and Principals.

The follow-up support in the practice teaching

- The faculty members prepare the time table and allot the classes to student teachers.
- The lesson taught by the student teachers are observed by the faculty members and the feedback is provided every day.
- Lessons are also observed by Practicing School Teachers and suggestions and valuable suggestions are also provided by them.
- Student teachers have to observe the lessons taught by their peers and have to record the observations in the Lesson Plan notebook.

5.3. STUDENT ACTIVITIES

5.3.1 Does the Institution have an alumni association? If yes,

(i) List the current office bearers

(ii) Give the year of the last election

(iii) List Alumni Association activities of last two years

(iv) Give details of the top ten alumni occupying prominent position

(v) Give details on the contribution of alumni to the growth and development of the Institution.

Yes, the Institution has an Alumni Association since 2005. Alumni association provides opportunity to the former student teachers of the Institution to develop a lifelong relationship with the Institution and contribute to the growth and development of the Institution. The office bearers are unanimously elected.

- (i) Details of the current office bearers of Alumni Association are given in the table 5.6:

Table – 5.6 Current Office Bearers of Alumni Association

S. No	Designation	Name of the Office Bearer
1	President	Prof. Sharajit Saini
2	Vice President	Mrs. Rajni Sharma
3	Secretary	Mrs. Roma Ralhan
4	Joint Secretary	Ms. Monica Mahajan
5	Treasurer	Mr. Gulshan Kumar
6	Treasurer	Mr. Manish Ralhan
7	Member	Mrs. Mandeep Dhillon
8	Member	Mrs. Jyoti Sharma
9	Member	Mrs. Navneeta Sood
10	Member	Mr. Chand Parkash
11	Member	Mrs. Poonam Mehta

- (ii) The office bearers are unanimously elected by all the members of the Alumni Association. The last election was held in the year 2013-14.

- (iii) Activities of the last two years conducted by the Alumni Association are:

- Helping in placement of Student-teachers through their well acquired position in various educational Institutions.
- Interacting with current student-teachers and sharing their experiences.
- Conducting Lectures and Talks.
- Presenting model lessons to student-teachers
- Acting as judges in various events and functions.
- Providing guidance regarding curriculum, facilities to be provided to the student-teachers in the Institution campus /hostel and also in development of infrastructure.

(iv) The details of the top ten alumni occupying prominent positions are given in table 5.7

Table – 5.7 Top ten Alumni and their present Designation

S.No	Name	Positions Occupied
1	Sh. Balwant Rai	Officer in Ministry of Human Resource Development Awareness (Govt. of India)
2	S.Mohan Singh Lehl	DEO Elementary , Hoshiarpur
3	Dr. S.S Sharma	Principal, D.A.V College of Education, Hoshiarpur.
4	JatinderSinghManku	D.E.O Secondary , Hoshiarpur
5	Mrs. Sushma	Principal , D.M College Moga
6	Sh. Chander Shekhar Shastri	Counsellor, Dept. of Education, Hoshiarpur
7	Sh.Ashok Kalia	Coordinator, Sarva Shiksha Abhiyan
8	Sh Gautam Mehta	Member D.A.V College Managing Committee, Hoshiarpur
9	Dr(Mrs.) Geeta Saini	Principal G.T.B Khalsa College of Education , Dasuya
10	Dr.(Mrs.)Kamlesh Sharma	Principal Rayat Bahra College of Education Bohan Patti, Hoshiarpur

(v) The alumni have contributed in the growth and development of the Institution through various activities such as:

- By conducting Interactive sessions with present students
- Helping in placement of students
- Organizing Communication workshops
- By presenting Model lessons
- Lectures on relevant topics

5.3.2. How does the Institution encourage students to participate in extracurricular activities including sports and games? Give detail on the achievements of students during the last two years.

The Institution strives not only for academic excellence but also to lead the students to develop their hidden talents and abilities through a series of extracurricular activities including sports and games. The Institution provides a platform to encourage the student-teachers to participate in activities by organizing different types of event at Institution level.

- Prizes, certificates, medals are awarded to the student-teachers for their outstanding performances.
- The Institution appreciated the student-teachers for their performance during the morning assembly in front of all the student-teachers.
- The Institution provides all the necessary equipments, resources and guidance to nurture their talents.
- The Institution also provides flexibility in the time table for practicing sports and games.
- Faculty members also provide extra guidance to the participating student-teachers for completion of their syllabus.
- The press note of the achievers of various activities is published in leading newspapers.
- The achievements are also acknowledged in the college magazine ‘Shikshodaya’ along with their photograph.

Our students actively participate in various extracurricular activities including Zonal and Interzonal Youth Festival conducted by Panjab University, Chandigarh and Annual Sports Meet.

The students’ achievements during the last two years in these activities are given in Table 5.8(i, ii and iii).

Table 5.8(a) Details of Students' Achievements in Youth Festival (2012-13)

Sr.No.	Event	Name Of Students With Roll Numbers	Position
1.	Bhajan	Jyoti Chhabra (31) Ginni Bhatia (33) Amrita (65) Kalpana Sandhu (100) Rajni Bala (176) Amarjit Kaur (189) Richa Sethi (206)	1 st
2.	Group Song	Ginni Bhatia (33) Amarjit Kaur (189) Richa Sethi (206) Bahadur Singh (302) Sunny (318) Ashish Puri (331)	1 st
3.	Folk Dance (Luddi)	Prabhjot Kaur (11) Manjeet Kaur (17) Mandeep Kaur(18) Monika (57) Barkha Rani (61) Sapna Rani (82) Parveen Kaur(110) Ranjit Kaur (124) Vanika Sharma (157)	1 st

		Mandeep Kaur (162)	
4.	Folk Dance (Luddi) Individual	Monika (57)	1 st
5.	Folk Song	Sunny (318)	1 st
6.	Classical Vocal	Bahadur Singh (302)	1 st
7.	Classical Dance	Preeti (216)	1 st
8.	Phulkari	Roma David (28)	1 st
9.	Ladies Traditional Song	Chetna Bhatia (30) Anita Rani (114) Seema Kumari (208) Tajinder Kaur (222) Gurpreet Kaur(525) Balvir Kaur (528)	2 nd
10.	Ghazal	Bahadur Singh (302)	2 nd
11.	Poster Making	Inderjot Kaur (237)	2 nd
12.	On The Spot Painting	Sumanjit Kaur (97)	2 nd
13.	Group Dance General	Prabhjot Kaur (11) Reena Thakur (16) Manjeet Kaur (17) Mandeep Kaur (18) Kanchan (121) Priya (129) Poornima (167) Savita Rani (259)	2 nd
14.	Group Dance General	Mandeep Kaur (18)	2 nd

15.	Debate	Amandeep Kaur(72)	2 nd
16.	Group Folk Orchestra	Ginni Bhatia (33) Amrita (65) Kalpana Sandhu (100) Poornima (167) Navpreet Kaur(82) Amarjit Kaur(189) Rajveer Kaur (226) Dilawar Singh (306) Sunny (318) Ashish Puri (331)	3 rd
17.	Folk Instrument	Poornima (167)	3 rd
18.	Quiz	Amarjit Singh (311) Gurdeep Singh (312) Sachin Rana (314)	3 rd
19.	Collage Making	Navneet Kaur (05)	3 rd
20.	General Dance	Manjeet Kaur (17)	3 rd
21.	Poem Recitation	Harmanpreet Kaur (50)	3 rd
22.	Cross Stitch/Dasuti	Neha Verma (80)	3 rd
23.	Pakhi Designing	Alka Sharma (43)	3 rd

Table 5.8(b) Details of Students' achievements in Annual Athletic Meet (2012-13)

Event	First Position	Second Position	Third Position
50 M Race (Girls)	Babita (210)	Harmanpreet Kaur(50)	Mandeep Kaur(162)
100 M Race (Girls)	Kanchan (121)	Babita(210)	Heena (07)

200 M Race (Girls)	Harman(50)	Mandeep(162)	Richa Sharma(243)
400 M Race (Girls)	Kanchan (121)	Harpreet Kaur(194)	Mandeep Kaur(162)
100 M Race (Boys)	Gurdeep Singh(316)	Sandeep Singh(327)	Lakhvir Kumar(309)
200 M Race (Boys)	Gurdeep Singh(316)	Lakhvir Kumar(309)	Akashdeep Singh(323)
400 M Race (Boys)	Sandeep Singh(327)	Lakhvir Kumar(309)	Akashdeep Singh(323)
800 M Race (Boys)	Krishna Sah(319)	Akashdeep Singh(323)	Puneet Bakshi(325)
Shot Put (Girls)	Isha Sharma(27)	Richa Sharma(243)	Rajnish(13)
Shot Put (Boys)	Harmeet Singh(328)	Gagandeep Singh(515)	Ashish Puri(331)
Long Jump (Girls)	Aradhana(78)	Ranjit(136)	Manpreet Kaur(180)
Long Jump (Boys)	Gurdeep Singh(316)	Ram Chander Yadav (531)	Bhupinder Singh(329)
Three Leg Race	Sukhwinder Kaur(187) Sumanjeet Kaur (197)	Mandeep Kaur(18) Aradhana(78)	Mandeep Kaur(63) Shikha Sharma(247)

Table 5.8(c) The List of Students' Achievement in Annual Athletic Meet (2013-14)

Event	First Position	Second Position	Third Position
50 M Race (Girls)	Manisha Chaudhary (146)	Harpreet Kaur (72)	Madhu (02)
100 M Race (Girls)	Maya (165)	Kiran (41)	Madhu (02)

200 M Race (Girls)	Priya (139)	Harpreet Kaur (72)	Navpreet Kaur (92)
400 M Race (Girls)	Sandeep Kaur (69)	Harpreet Kaur (72)	Priya (139)
100 M Race (Boys)	Hafis (317)	Jasvir Singh (319)	Manoj (316)
200 M Race (Boys)	Manoj (316)	Jasvir Singh (319)	Raghvir Singh(322)
400 M Race (Boys)	Sudhir (324)	Hafis (317)	Manoj (316)
800 M Race (Boys)	Hafis (317)	Jasvir Singh (319)	Manoj (316)
Shot Put (Girls)	Anita Devi (276)	Manisha Sharma (181)	Sonia Devi (151)
Shot Put (Boys)	Raghvir Singh (322)	Dapinder (518)	Bikramjeet Singh (323)
Long Jump (Girls)	Kiran Bala (41)	Madhu Sharma (02)	Manpreet Kaur (79)
Long Jump (Boys)	Jasvir Singh (319)	Manoj (316)	Raghvir Singh (322)
Three Leg Race	Ramandeep(58) Gurjit Kaur (45)	Monica (235) Navpreet (22)	Rimmi (70) Meenu (213)

5.3.3. How does the Institution involve and encourage students to publish materials like catalogues, wall magazines, College magazines and other material? List major publications/ materials brought out by the students during the previous academic session.

The Institution encourages the student-teachers to express their ideas and thoughts through the medium of articles in the college magazine “**Shikshodya**” which is published every year with a string of variety of articles in all the languages- English, Hindi and Punjabi.

Our M.Ed. students are encouraged to write and publish research based articles in association with their supervisor.

The List of Publications by students of previous year are:

1. Harpreet Kaur: Occupational Stress and Coping Strategies among Secondary School Teachers. *Scholars Journal of Arts, Humanities and Social Sciences (SJAHSS)*, Vol.2, Issue 5, Sep-Oct 2014.
2. Rajneesh Kaur: Environmental Education Awareness and Ecological Behavior of School Teachers. *Asian Journal of Multidisciplinary Studies*, Vol.2, Issue 11, Nov, 2014.
3. Simmi Sarpal: Left and Right Brain Domain Students and Emotional Intelligence. *Quest International Multidisciplinary Research Journal*, Vol. 3, Issue, 2 Dec, 2014.

5.3.4 Does the Institution have a student council or any similar body? Give details on- constitution, major activities and funding.

The Student Council is an informal body of volunteer students to help and promote Institutional spirit and leadership among student-teachers. It is an important body that supports the student-teachers' participation in the regular functioning of the Institution. The body helps in creating more independent, responsible and social citizenship qualities among the student-teachers. This council is formed by the student representatives selected from M.Ed. and each section of B.Ed. class. The student council is chosen by the house through elections. The desired candidates who wish to contest for the various positions of the Student council register their names. The student-teachers securing highest number of votes are chosen for the various posts of the student council. Four students are elected from each house by elections in the presence of the house coordinator. The members of the Student Council are highlighted in Table 5.9.

Table – 5.9 The Members of Student Council (2014-15)

Name Of The House	President	Vice President	Secretary	Joint Secretary	Cashier
Dayanand House	Satveer Singh	Ritu	Amandeep Kaur	Navdeep	Amandeep
Vivekanand House	Kulwinder Kumar	Radha	Anushi Kumra	Anita	Manpreet Kaur
Gandhi House	Rohini	Jyoti Sharma	Satinder Pal Kaur	Rajan Raju	Harpreet Kaur
Tagore House	Harish Bajaj	Jyoti Prasher	Preety	Neha	Lakhwinder Singh
Nehru House	Gurinder Singh	Pooja Patial	Inder Preet Kaur	Priyanka	Karandeep Kaur
Radhakrishnan House	Sumit	Shivani	Akshi Jain	Ameet Kaur	Shivani
Aurobindo House	Iqbal Preet Singh	Priya Devi	Priya	Nitika Padial	Chetna Bhatia

Major functions of Student Council are:

- The representatives in Student Council give voice to the problems and suggestions of all students.
- The Student Council acts as a strong mediator between the teacher and students and also between the Principal and the students. They make efforts to bridge the gap between the head of the Institution and the students.
- The members of the Student Council provide a strong support in the organization of academic as well as co-curricular activities.
- They give a boost to the democratic environment of the Institution.

- Student Council helps to generate healthy competition among the students of their respective houses. Spirit of enthusiasm spreads the quick wave of action among all students.
- The class representatives take care of all the essential requirements of a class room, keep cleanliness in their rooms and help in conveying the problems of students of their particular section to the house coordinator.
- All the members of Student Council are vowed to maintain college discipline and decorum. They abide themselves by the rules and regulations of the college and present exemplary figure before others to follow them.

5.3.5 Give details of the various bodies and their activities (academic and administrative) which have student representation on it.

The student-teachers are provided a healthy platform to represent in academic and administrative activities through Student Council, clubs and committees. They play an important role in planning and implementing academic and non-academic programmes.

Various committees having student representation are:

A. College Committees

- Academic affairs and Advisory Committee
- Library Committee
- Discipline Committee
- Canteen and Refreshment Committee
- Sports Committee

B. College Clubs and Cells

- Anti Ragging Cell
- Research and Extension Society
- Grievances Redressal Cell
- Guidance and Counselling Cell
- Career Counselling and Placement Cell
- Legal Awareness Cell

- Kalpana Chawla Women Development Cell
- Alumni Association
- Parent Teacher Association
- Information Literacy Society
- Red Ribbon Club
- English Literacy Society
- Hindi Sahitya Sabha
- Amrita Pritam Punjabi Sahitya Sabha
- Science and Eco Club
- Health Service Society
- Aryabhata Ganita Mathematical Club
- Student Welfare Society
- Raja Ravi Verma Fine Art Society
- Social Awareness Club

The student-teachers having academic background or interest related to any of the above mentioned clubs and cells are the members and from these members, representatives are further selected. These representatives take the charge of maintaining their specific boards, creating awareness and conducting activities.

5.3.6 Does the Institution have a mechanism to seek and use data and feedback from its graduates and from employers to improve the preparation of the programme and the growth and development of the Institution?

Yes, the Institution has a systematic mechanism to seek and use data and get feedback from its graduates and from employees to improve the preparation of the programme and the growth and development of the Institution. The feedback is taken from student-teachers' regarding various parameters of curriculum transactions (including human and material resources) which is used for further qualitative improvement. Feedback is taken from the management, stakeholders, and alumni and is used for the better functioning and

organization of the Institution. The student-teachers are provided with the Performa that seek their responses on various aspects of the programme regarding teaching methodology, curricular and co-curricular activities, faculty, infrastructure facilities and suggestions for improvement. Apart from the feedback Performa, there is a provision of suggestion box for seeking suggestions from students. The suggestions of both the students and faculty are taken into consideration during future planning regarding growth and development of the Institution. The data collected is utilized to improve the programmes and to bring about necessary modifications wherever possible.

5.4. BEST PRACTICES IN STUDENT SUPPORT AND PROGRESSION

5.4.1. Give details of Institutional best practices in student support and progression?

The best practices that are implemented in true form to enhance Student Support and progression are as follows:

- The Institution conducts intensive orientation programme to develop awareness among student-teachers towards the Institution's vision, mission, objectives and values.
- Feedback mechanism for the programme and faculty with the view to improve is a regular feature of the Institution.
- Book Bank facility is available for economically weak and needy students.
- Remedial classes are provided to weak students and special classes are arranged for advanced learners
- Individual attention and counselling is provided to students having educational and psychological problem.
- MOU are signed with J.S.S. Ashakiran School for Mentally Challenged Children, PRKM Modern Hospital, Hoshiarpur Municipal Corporation, NGO A4C, Village admawal and sister Institutions for mutual cooperation and faculty exchange programme.

- Students are involved in various decision making bodies of the Institution through active functioning of IQAC, Student Council and other academic and administrative bodies.
- Fully functional Grievance Redressal Cell to assist students in solving their problems is one of the best practices to support students.

CRITERIA –VI

GUIDANCE AND LEADERSHIP

6.1 INSTITUTIONAL VISION AND LEADERSHIP

6.1.1 What is the Institution's stated purpose, vision, mission and values? How are they made known to the various stakeholders?

The Institution aims to provide quality teacher education exclusively for the welfare of the society and development of the nation. The Institution insignia has words inscribed “Tamaso Maa Jyotirgamaya” (तमसो मा ज्योतिर्गमय) which means “Lead us from darkness to light” that clearly describes our purpose of preparing aspirant students to face the global challenges with spirit and zeal. The Institution prepares tech savvy reflective practitioners with best communication and teaching skills along with values.

Vision

To develop globally competent, socially receptive, intellectually innovative, morally ardent Institution of teacher education with excellence in the field of academic, research and extension for the holistic development of human resources.

Mission

To prepare zealous, innovative, committed and professional teachers through a continuum of quality teaching and learning techniques, laced with technological skills, research expertise and entrenched with values

Values

The Institution aims at developing intellectual, social, cultural, moral and aesthetic values among its prospective teachers through an environment of punctuality, hard work, commitment, dedication, honesty, compassion and tolerance for holistic development to meet the future global challenges.

The Institution makes known its mission, vision and values to the stakeholders in the following ways:

- The mission, vision statements and the values are mentioned in the information brochure and website of the Institution.
- These statements also reach to the community through newspapers.
- The vision and missions are displayed in the Institution campus for everyone.
- The students are enlightened through the Principal and faculty members about the purpose, vision, mission and values of the Institution during the detailed orientation programme.
- They are also highlighted for the community members during the organization of various curricular and co curricular events in the Institution.
- The faculty reinforces and accomplishes the vision, mission, and values of the Institution during classroom teaching and day-to-day activities.
- All activities planned by the Institution are set in accordance with the vision and mission of the Institution. The major aim of these activities is to accomplish the mission.
- To disseminate the vision, mission and values of the Institution, an annual magazine is published which is a collaborative effort of the librarian, faculty, management and students.

6.1.2 Does the mission include the Institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education Institution's traditions and value orientations?

Yes, the mission of the Institution includes the Institutional goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, education Institution's traditions and value orientations. The mission of the Institution is to prepare zealous, innovative, committed and professional teachers through a continuum of quality teaching and learning techniques, laced with technological skills, research expertise and entrenched with values.

6.1.3 Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.....)

The D.A.V. College Hoshiarpur Society (Regd.) Hoshiarpur is registered under Society's Registration Act XXI of 1860. The primary objective of the society is to establish, manage, operate, maintain and control all the educational Institutions working under the society. Society is governing one degree college, one Education College, and ten Muffosil schools. D.A.V. College Managing Committee, Hoshiarpur (D.A.V.C.M.C.) provides effective and efficient transactions of teaching learning process according to the norms of UGC, NCTE and Panjab University, Chandigarh. There are 24 members in the D.A.V.C.M.C., Hoshiarpur that hold executive positions in the managing committee. The management is the apex body that regulates and promotes the progressive governance. D.A.V.C.M.C. Office is situated near the college campus. The Principal acts as a link between the Institution and the management. The management plays an effective role in suggesting and promoting the developmental tasks to bring in qualitative improvement in the programmes and plans adopted by the Institution for realizing the set goals.

Table 6.1 Organizational Structure of D.A.V College Hoshiarpur Society (Regd.), Hoshiarpur

Designation	Member Name
President	Dr. Anoop Kumar M.S, M.Ch.(Urology)
Vice President	Er. Rahul Sharma
Secretary	Sh. D.L Anand (Retd. Principal)
Joint Secretary	Prof. P.C Sharma (Retd. Senior. Lect.)
Treasurer	Sh. Chander Mohan
Members	<ul style="list-style-type: none"> • Sh. D.M Sharma • Sh. Harish Chander Sharma • Dr. Arvind Kumar • Dr. Ajay Bagga • Sh. Pawan Malhotra • Sh. Vishwa Mittar • Sh. Pardeep Kumar • Sh. Madan Lal Gandhi • Prof. Jarnail S. Dhoot • Sh. Jatinder K.Saini • Sh. Amardeep • Sh. Rajeev Sood • Sh. Sandeep Bhushan Nayyar • Sh. Kiran Kumar Saini • Sh. Rakesh K. Khanna • Sh. Dinesh Duggal • Prof. Jarnail Singh Saini • Sh. Vinay K. Sharma • Smt. Prabodh Bala • Sh. Amarnath • Sh. Gautam Mehta

Executive members are the members of Board of Governance (B.O.G.) which functions through various committees. The members of the B.O.G. eminently monitor the teaching learning process in all its stages from motivation to evaluation. The names of the different committees are as follows:

- College Appointment Board
- School Appointment Board
- Construction Committee
- Inspection Committee
- Inquiry Committee
- Educational Advisory Committee

Following are various powers and functions of the B.O.G.:

- Providing and allocating physical facilities required for the smooth conduct of the Institutions.
- Selection and recruitment of teaching faculty, administrative and supportive staff.
- Financial management.
- Decisions regarding funds allotment to various Institutions run by the society.
- Approving the construction activities and providing funds for it.

6.1.4 How does the management and head of the Institution ensure that responsibilities are defined and communicated to the staff of the Institution?

The management and the principal of the Institution always promote for work culture and provide congenial environment for the qualitative improvement. The management is always kept in the loop about the progress and programmes of the Institution through the principal. The principal ensures that the responsibilities are defined and communicated to the staff of the Institution in the following ways:

- The IQAC of the Institution conducts a meeting before the commencement of the classes to frame the academic calendar, to form different clubs and committees and their respective in-charges. The information about the meeting as well as the minutes of the meeting is communicated to the faculty members through notices.
- The Principal conducts regular meetings with the faculty members to plan about the curricular and co curricular activities and to ensure the smooth functioning of the Institution. The minutes of the meeting are signed by the faculty members.
- Quarterly meetings of the IQAC with the members monitor the overall functioning of the Institution which is highlighted through minutes of the meetings that are displayed on the notice board of the staff room.
- The duties assigned to the faculty members are also informed through verbal instructions.
- The notices are signed by the faculty members before being submitted to the administrative office.

6.1.5 How does the management/ head of the Institution ensure that valid information (free feedback and personal contacts etc.) is available for the management to review the activities of the Institution?

The Principal of the Institution frequently communicates with management and delivers requisite information regularly. The faculty representatives discuss the necessary matters with president and secretary of the managing committees during the meetings of the managing committees. However, the Principal and the faculty members can meet the members of the management anytime to discuss about the Institutional activities. Following steps ensures that official information is available to the management for review of the activities of the Institution:

- Regular communication with the management is maintained by the principal about the overall functioning of the Institution.

- Members of the managing committee are always invited to preside over the functions of the Institution.
- The quality and progress of the Institution activities are monitored through surprise visits by the members of the managing committee.
- CCTV footage is also a source of providing information regarding the Institutional activities.
- The management and the principal is provided feedback of the students teachers, school heads, parents, and alumni through feedback analysis which is conducted by the IQAC of the Institution.
- The minutes of the meetings of the IQAC are also reviewed by the management and the principal to analyze the quality of the programmes.
- Suggestion box is also a viable source of feedback to the management and the principal about the Institutional progress.
- Meetings of the management with the faculty members regarding the Institutional activities provide thorough review.
- The annual reports of the Institution and the AQAR of the IQAC are provided to the principal for evaluation and record. The information is then presented to the management by the principal.
- Direct viewing of the website of the Institution also provides information to the management regarding the overall progress.
- Self appraisal reports of the faculty are deposited to the principal for reviewing the progress and development of the faculty.
- Reports of annual audits and balance sheets are checked and submitted to the management.
- List of student achievements in various activities is provided to the management for highlighting the activities of the Institution.
- Feedback is sought from the employer regarding the principal, faculty, non teaching staff, students and community.

6.1.6 How does the Institution identify and address the barriers (if any) in achieving the vision/mission and goals?

Principal with the constant support of the management and faculty members make efforts to identify the barriers and overcome them by taking all possible measures to achieve the vision/mission and goals of the Institution. Different committees are formed for the smooth conduct of all curricular and co-curricular activities in the Institution. All activities are pre-planned and are entrusted to each faculty with the responsibility of executing the task effectively and efficiently. After every activity, meetings are arranged for review. If any difficulty is faced in achieving the set goals under any aspect, the Principal try to resolve by calling the meeting and if needed, present the problem to the committee members, which is followed by discussions, exchange of ideas and finding the solution. Hence, the Institution has fostered a democratic system to identify and address the barriers coming in the way of achieving the vision/mission and goals.

6.1.7 How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the Institutional processes?

No organization can work smoothly without the support and co-operation of the management. The management plays a very supportive role in improving the effectiveness and efficiency of Institutional processes in the following ways:

- The Institution encourages and deputs the faculty members to attend seminars, workshops, refresher courses, training programmes and to present papers at local, national and international levels.
- Management also involves the staff into decision making. Staff representatives are members of the managing committee who become the voice of the staff and put forward their views.
- Good work done and various achievements are appreciated by the Principal in the staff meetings and also by the management.

- Management encourages the faculty members to improve their academic and professional qualification.
- The staff has an easy access to the Principal of the Institution which ensures free exchange of ideas, discussion of problems and ultimately reaching to solutions.

6.1.8 Describe the leadership role of the head of the Institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Principal being the head of the Institution undertakes academic, administrative, finance and welfare responsibilities. The Principal gives proper guidelines to all the employees for the smooth functioning of the Institution. As the head of the Institution, the Principal maintains proper coordination between teaching, non-teaching staff and students for the management of activities. The entire curricular as well as co curricular activities are organized under the governance of the Principal. The Principal of the Institution plays an effective role in the governance and management of the Institution in the following ways:

- The Principal creates a developing environment in which the abilities of everyone find a way of expression.
- The roles and responsibilities are distributed among the faculty members on the basis of their interest, ability and skills. Issues and information is timely communicated to the faculty members to achieve the desired results.
- Any financial help, sharing of infrastructure and other help from the management is sought through the Principal.
- Initiatives are taken to implement a number of programmes for the development of faculty members as well as student-teachers.
- Principal always has humane and understanding approach towards faculty members and student-teachers which helps in carrying out the various activities of the Institution smoothly.

- Encouraging attitude and progressive mindedness has helped not only the Institution but also the faculty members and student-teachers.
- Faculty is free to approach the Principal when they face any problem.

6.2 ORGANIZATIONAL ARRANGEMENTS

6.2.1 List the different committees constituted by the Institution for management of different Institutional activities? Give details of the meetings held and the decisions made regarding academic management, finance, infrastructure, faculty, research, extension linkages and examinations during the last year. Respect to the execution of the portfolios.

The Institution has constituted the following committees and cells for ensuring the smooth functioning of the Institution. Students are also important members of these committees for bringing up the voice and views of the students.

Table 6.2 List of different committees and details of meetings held and decisions taken

Committee and its constituting members	Meetings held and decisions taken
Admission Committee <ul style="list-style-type: none"> • Dr. S.S Sharma • Mr. S.S Gidda • Dr. Gulwinder Kaur • Mr. Sharanjit Saini • Dr. Arti Saluja • Dr. Vipinder Nagra • Dr. Monika • Mrs. Harvinder Kaur 	<p>One meeting was held before the commencement of the admission process. It was decided that:</p> <ul style="list-style-type: none"> • Admission will be conducted as per the NCTE, PU Chandigarh norms. • Faculty member were assigned duties to verify the testimonials of the candidate. • The vacant seats will be informed to the affiliating university immediately.

	<ul style="list-style-type: none"> Information related to admission process will be displayed on the notice boards simultaneously. A help desk facility will be provided for the convenience of the students and parents.
Academic Affairs and Advisory Committee <ul style="list-style-type: none"> Dr. S.S Sharma Dr. Gulwinder Kaur Mr. Sharanjit Saini Dr. Arti Saluja Dr. Vipinder Nagra Dr. Monika 	<p>Two meetings were held to monitor the academic affairs of the Institution. It was decided that:</p> <ul style="list-style-type: none"> Academic calendar will be followed throughout the session. The syllabus will be completed as per schedule. The examinations will be conducted as per the university guidelines. Latest syllabus will be followed.
Internal Quality Assurance Cell (IQAC Cell) <p>IQAC Cell has a comprehensive composition of members consisting: Management Representatives, External Experts, Faculty members, Alumni, Stakeholders and Community Representatives, Administrative staff, Technical Staff and Students (Details are provided in 7.1.1)</p>	<p>Three meetings were held. Following decisions were taken:</p> <ul style="list-style-type: none"> Objectives of the Institution were reviewed. Academic calendar was formed. Clubs, committees and cells were discussed and finalized. Duties assigned to the faculty members for organising activities. Evaluation of the activities was done. Suggestions from the student teachers, parents, alumni, and employer were

	<p>discussed.</p> <ul style="list-style-type: none"> Parameters for quality improvement were decided. Self appraisal forms were analyzed. Participation of faculty and students in seminars and workshops was discussed.
<p>Time Table Committee</p> <ul style="list-style-type: none"> Dr. Vipinder Nagra 	<p>One meeting was held and following decisions were taken:</p> <ul style="list-style-type: none"> To frame the Time table as per University norms. Allotting the time table to the faculty members. Display of the time table on the notice board. To adjust the vacant periods. To adjust the time schedule during youth festival rehearsals and during major functions.
<p>Library Advisory Committee</p> <ul style="list-style-type: none"> Mrs. Harvinder Kaur Dr. Arti Saluja Dr. Vipinder Nagra Dr. Monika 	<p>Two meetings were held and it was decided that:</p> <ul style="list-style-type: none"> Rules and regulations will be followed as per previous year. Library resources will be upgraded. New books will be purchased and few more journals will be subscribed. Old and damaged books will be written off.

Guidance and Counselling Cell <ul style="list-style-type: none"> • Dr. S.S Sharma • Dr. Gulwinder Kaur • Dr. Arti Saluja • Dr. Vipinder Nagra 	<p>One meeting was held to decide about:</p> <ul style="list-style-type: none"> • Time schedule to deal with the problems of the students. • Organising extension lecture/talk related to guidance and counselling. • Keeping the names of students confidential.
Grievance Redressal Cell <ul style="list-style-type: none"> • Dr. Gulwinder Kaur • Dr. Arti Saluja • Dr. Vipinder Nagra 	<p>One meeting was conducted. Following decision were taken:</p> <ul style="list-style-type: none"> • Serious grievances, if any, will be dealt on priority. • Names of students will be kept confidential.
Career Counselling and Placement Cell <ul style="list-style-type: none"> • Dr. S.S Sharma • Dr. Gulwinder kaur • Dr. Arti Saluja • Dr. Vipinder Nagra • Dr. Monika 	<p>One meeting was held in the session. Following decisions were taken:</p> <ul style="list-style-type: none"> • Interact with practicing schools and other schools to seek job requirements. • Recommend deserving candidates to those schools. • Display employment opportunities to notice board. • Arrange workshops and seminars to train students for proper resume and application writing. • Arrange off campus and in campus

	placement.
Student Council Class representatives of B.ED and M.Ed. class	Meetings were conducted throughout the session. Following decisions were taken: <ul style="list-style-type: none"> • Regularly informing the principal about students needs. • Helping faculty in organising activities/functions. • Helping faculty in maintaining discipline during functions. • Conduct the activities of clubs and committees enthusiastically.
Purchase Committee <ul style="list-style-type: none"> • Sh.S.S.Gidda • Sh. Sharanjit Saini • Dr. Arti Saluja • Dr Monika • Mrs. Roma Ralhan 	Meetings were held monthly. Following decisions were taken regarding : <ul style="list-style-type: none"> • Purchase of ICT tools. • Purchase of Honoring material. • Purchase of crockery items. • Purchase of stationary items. • Decorative items and other accessories required in functions.
Maintenance Committee Maintenance committee <ul style="list-style-type: none"> • Sh. Sharnjit Saini • Sh. Jaswinder Singh 	Regular meetings were held to decide about: <ul style="list-style-type: none"> • Overall maintenance of lawns. • Cleanliness of campus and its beautification.

<ul style="list-style-type: none"> • Ms. Shikha Sharma 	<ul style="list-style-type: none"> • Renovation of old rooms of the Institution. • Maintenance of infrastructure including electricity, water and technology gadgets.
Publication Committee <ul style="list-style-type: none"> • Mrs. Harvinder Kaur • Mrs. Archana Vasudev • Mrs. Chetna Sharma • Mr. Ankur Arora 	<p>Meetings were held twice in a year. It was decided that:</p> <ul style="list-style-type: none"> • Information brochure will be published before the commencement of admission. • All press coverage of the activities of the Institution will be handled. • College magazine will be published well on time. • Articles from the faculty and students will be collected, reviewed and published.
Student Welfare Society <ul style="list-style-type: none"> • Sh. Sharanjit Saini • Sh. S.S Gidda • Dr. Gulwinder Kaur • Mrs. Poonam Mehta • Ms. Shikha 	<p>Committee met twice in a session and took following decision:</p> <ul style="list-style-type: none"> • Scholarships and other aids to the needy students. • Arrange Students aids funds for deprived students.
Research and Extension Society <ul style="list-style-type: none"> • Dr. S.S Sharma 	<p>Two meetings were conducted and following decisions were taken:</p>

<ul style="list-style-type: none"> • Dr. Gulwinder Kaur • Dr. Arti Saluja • Dr. Vipinder Nagra • Dr. Monika 	<ul style="list-style-type: none"> • Organize extension lectures/activities for students. • Arrange presentation and seminars for M.Ed. students regarding their research synopsis. • Conduct seminars in the Institution. • Arrange visit to Ashakiran School of mentally challenged children.
Correspondence Studies Committee <ul style="list-style-type: none"> • Dr. Vipinder Nagra • Mrs. Rajni 	<p>Two meetings are held to take following decisions:</p> <ul style="list-style-type: none"> • Preparing time table for conducting PCP classes and allotting to respective faculty members. • Orientation of the students regarding the syllabus, study material, assessment criteria and examinations. • Conducting house examination for these students. • Preparing internal assessment and communicating to the affiliated university. • Displaying all the information on the notice board.
Book Bank Committee <ul style="list-style-type: none"> • Mrs. Harvinder Kaur • Dr. Arti Saluja • Dr. Vipinder Nagra 	<p>One meeting is conducted to take the decisions for:</p> <ul style="list-style-type: none"> • Providing books to needy students for whole session.

<ul style="list-style-type: none"> • Dr. Monika 	<ul style="list-style-type: none"> • Increase the number to books in book bank. • Provide books to meritorious students.
Anti Ragging Cell <ul style="list-style-type: none"> • Sh. S.S. Gidda • Dr. Gulwinder Kaur • Sh. Sharanjit Saini • Mrs. Harvinder Kaur • Ms. Indu Sharma 	<p>One meeting was held at the start of the session. Following decisions were taken:</p> <ul style="list-style-type: none"> • Ragging would be checked and penalized. • Awareness lecture will be organized.
Legal Awareness Cell <ul style="list-style-type: none"> • Sh. S.S Gidda • Mrs. Roma Ralhan • Mrs. Rajni Sharma 	<p>One meeting was conducted to decide that:</p> <ul style="list-style-type: none"> • Awareness lecture or seminar will be organized for providing information about legal rights and legal services available.
Kalpana Chawla Women Development Cell <ul style="list-style-type: none"> • Dr. Monika • Mrs. Roma Ralhan • Mrs. Poonam Mehta 	<p>One meeting was organized with following decisions:</p> <ul style="list-style-type: none"> • Seminar and activities will be conducted related to women empowerment.
Red Ribbon Club <ul style="list-style-type: none"> • Dr. Arti Saluja • Dr. Vipinder Nagra 	<p>One meeting was held in the session. Following decisions were taken:</p> <ul style="list-style-type: none"> • To organize blood donation camp. • To organize youth oriented extension lectures. • To organize national seminar in

	collaboration with A4C NGO.
Alumni Association <ul style="list-style-type: none"> • Dr. Monika • Mrs. Roma Ralhan • Mrs. Poonam Mehta 	<p>One meeting was organised to take following decisions:</p> <ul style="list-style-type: none"> • To registered the members of alumni • Take decision about the elections of next years. • Seek feedback from them.
Picnic and Tour Committee <ul style="list-style-type: none"> • Sh. S.S Gidda • Sh. Jaswinder Singh • Ms. Shikha Sharma 	<p>One meeting was held in the session. It was decided that:</p> <ul style="list-style-type: none"> • One day picnic will be organized to Science City, Kapurthala. • Two days tour to Mcloedganj, Himachal Pradesh.
Discipline Committee <ul style="list-style-type: none"> • Sh. S.S. Gidda • Dr.Gulwinder Kaur • Sh. Sharnjit Saini • Dr. Arti Saluja • Dr. Vipinder Nagra • Dr Monika 	<p>Whenever required meetings are conducted on short notice. Following decisions were taken:</p> <ul style="list-style-type: none"> • To check overall discipline of the Institution.
Sports Committee <ul style="list-style-type: none"> • Sh S.S. Gidda • Sh. Jaswinder Singh Saini 	<p>One meeting was held and following decisions were taken:</p> <ul style="list-style-type: none"> • Inter-house competitions will be conducted according to the academic calendar. • Indoor games for the student will be

	<p>arranged as per their demands.</p> <ul style="list-style-type: none"> • Annual athletic event will be organised.
<p>Skill-in Teaching Committee</p> <ul style="list-style-type: none"> • Dr. P.R. Kamran • Dr. Arti Saluja • Mrs. Archana Vasudev 	<p>Two meetings were held. Following decisions were taken:</p> <ul style="list-style-type: none"> • Preparing time schedule for conducting model lessons. • Decide the practice teaching schools. • Preparing schedule for conducting practice teaching. • Allotment of schools to the students after seeking permission. • Meeting the heads of the schools to discuss about the practice teaching and feedback process.
<p>Feedback Committee</p> <ul style="list-style-type: none"> • Dr. Arti Saluja • Mrs. Poonam Mehta • Ms. Shikha Sharma 	<p>One meeting was conducted. Decisions taken were:</p> <ul style="list-style-type: none"> • Drafting the feedback Performa • Receiving feedback from students, and stakeholders. • Analyzing the feedback.
<p>Cultural Affairs (youth festival etc.) Committee</p> <ul style="list-style-type: none"> • Sh. S.S Gidda • Dr. Monika • Mrs. Archana Vasudev • Mrs. Chetna Shrma 	<p>The meetings were conducted almost throughout the session. The decisions taken were:</p> <ul style="list-style-type: none"> • Arrangement for inauguration hawan. • Organize talent hunt programme. • Interaction with university youth welfare department regarding rules and

	<p>regulations of youth festival.</p> <ul style="list-style-type: none"> • Youth festival participation • Preparation and presentation of items. • Prepare students for participating in competitions organized by other Institutions. • Organize inter house cultural programmes. • Organize Lohri and other major cultural functions.
<p>Examination and Evaluation Committee</p> <ul style="list-style-type: none"> • Sh. Sharanjit Saini • Mrs. Jyoti Sharma • Mrs. Archana Vasudev • Mrs. Roma Ralhan • Mr. Ankur Arora 	<p>Two meetings were held in the session. It was decided that:</p> <ul style="list-style-type: none"> • House examinations date sheet will be formed and displayed on the notice boards of the class rooms and corridors. • Answer sheets will be procured. • Question papers will be sought from the faculty members and printed. • Defaulter student list will be displayed on notice boards and defaulter test will be conducted. • The internal assessment will be recorded for the house examinations. • The final internal assessment will be communicated to university well on time.

6.2.2 Give Organizational Structure and details of the Academic and Administrative bodies of the Institution.

The Institution is governed by D.A.V. College Managing Committee, Hoshiarpur. It exercises its powers through various committees and subcommittees that have been mentioned in 6.1.3. The governing body of our Institution consists of:

- President
- Vice President
- Secretary
- Joint Secretary
- Treasurer
- Executive members

In the academic body of the Institution, the Principal plays a pivotal role as a leader who takes all the decisions in consultation with the faculty members.

Academic Body

- Principal
 - Faculty Members
 - Librarian
 - Director Physical Education
 - Students

The Administrative Body of the Institution consists of following members:

- Office superintendent
- Office Clerk
- Accountant

The details of the academic and administrative bodies of the Institution are discussed in 6.2.1.

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning.

Complete functioning of administration is decentralized so that best results can be obtained and goals of the Institutions are fulfilled. All the academic and administrative functions of the Institution are distributed equally among the faculty members under the guidance of the Principal and th responsibilities are carried out diligently. The decentralized structure is shown below:

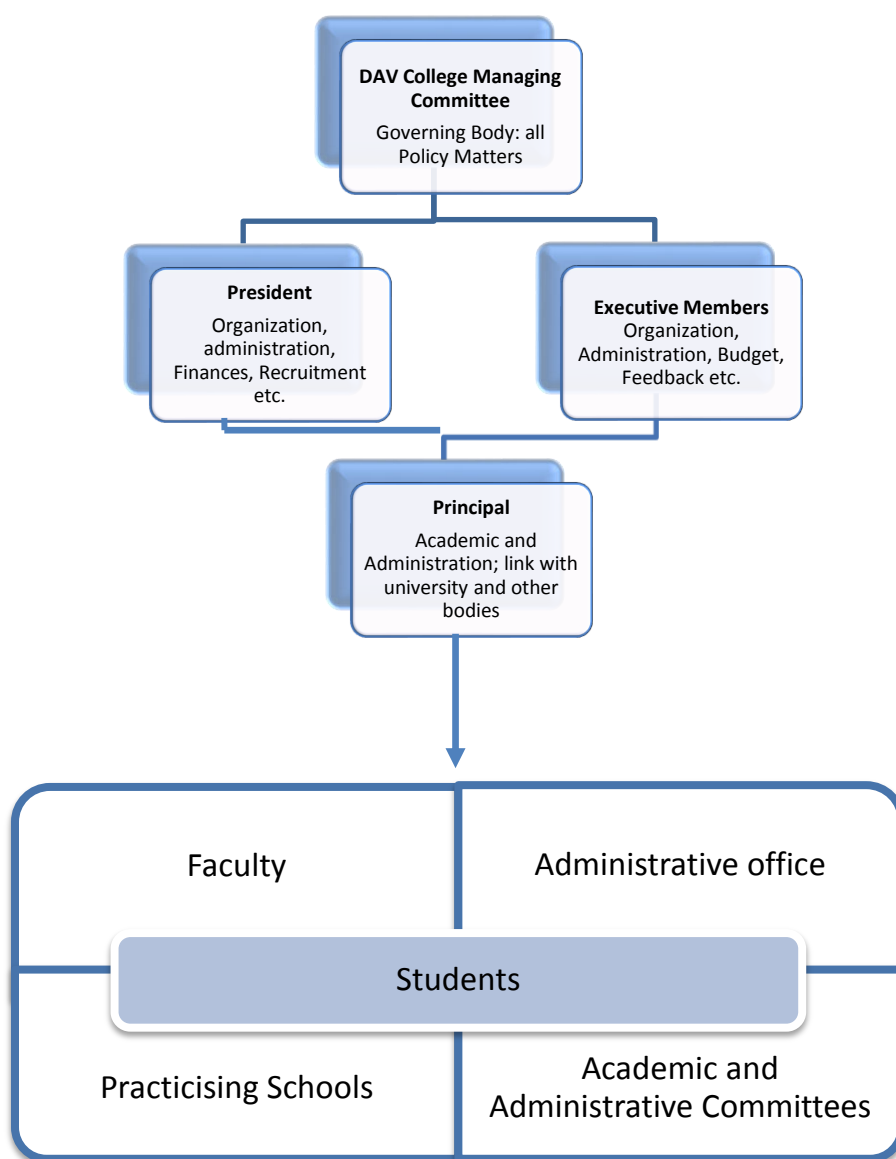


Figure showing decentralized structure of the Institution

The figure shows that all the components are interlinked and responsibilities are executed in coordination with each other.

- The Principal involves in coordination with administrative staff, faculty members, library and various committees.
- The administrative office maintains all types of records of student-teachers including personal information, previous qualification, marks secured, internal assessment, etc.
- The Skill in Teaching Incharges coordinates with the practicing schools.
- The Institution works on the principle of participative management and different committees are formed with well-defined roles. These committees enjoy autonomy in conducting various activities under the guidance of Principal.
- Objectives of various committees are achieved through the diligent efforts of management, Principal, faculty members, non-teaching staff and students who have a bearing upon the Institution's educational process.
- Views of all members and students are welcomed as valuable inputs. For the qualitative improvements continuous or series of meetings are held among different components of administration.

6.2.4 How does the Institution collaborate with other sections/ departments and school personnel to improve and plan the quality of educational provisions?

Institution has to maintain good relationships with the community it intends to serve. The Institution has to work in co-ordination and co-operation with several other Institutions to improve and plan the quality of educational provisions.

- Communication and collaboration with other sections and schools personnel is established through principal of the Institution.
- Members of the community are active members of the IQAC and provide suggestive measures for the quality improvement of the Institution.

- Assistance is sought from the sister Institutions and neighbouring schools for organizing practice teaching.
- Feedback is sought from the head and teachers of the practicing schools, parents and alumni regarding the progress of the student teachers.
- Cooperation from the schools and other Institutions is sought for organizing various activities and events for the improvement of the Institution.
- Principal communicates with the affiliating university for planning and organizing the academic activities such as admissions, examinations and evaluations.
- Extension lectures, career talks, consultancy services are conducted in collaboration with the other Institutions.
- Teacher from other Institutions is invited to preside over the functions as guests and also as judges for various events.
- Faculty members are allowed to attend conferences, seminars, workshops organized by other Institutions or universities.
- The Institution offers its services to different social service organizations. It provides material support as well as remedial teaching to the children from other institutes.
- The Institution provides teaching aids and other material resources to the practicing schools.
- Faculty members provide research consultancy to the teachers of other Institutions.
- ICT training workshops are organized for providing training to the employees of other Institutions.
- Assistance from non governmental bodies is sought in publicizing the Institutions achievements through media and publications.

6.2.5. Does the Institution use the various data and information obtained from the feedback in decision-making and performance improvement? If yes, give details.

Yes, the data and information obtained and collected by feedback is used in decision making and performance improvement by the Institution.

- The Institution collects the feedback through feedback Performas from students, alumni, faculty, Head of Practicing School, Parents for finding strengths and weaknesses of the Institution and their suggestions are implemented for the improvement.
- Suggestion box is also kept in the Institution which is opened by the Principal in the presence of student council and academic Committee of the Institution. All information is kept confidential and only the concerned persons are approached with whom strategies to bring improvement are devised and implemented.
- Extended computer lab timings and library timings are the result of feedback from the students.
- Feedback taken from stake holders are compiled and then analyzed by the Principal.
- In case of positive feedback faculty's achievements are appreciated and in case of negative feedback faculty is suggested to take measures to improve upon.

6.2.6 What are the Institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty (Skill sharing across department, creating /providing conducive environment)?

The Institution strives to promote co-operation, sharing of knowledge, innovations and empowerment of the faculty through number of measures as:

- The Institution under the guidance of the principal assigns different roles and responsibilities to the faculty members which are executed through each other's cooperation and coordination.

- The Institution provides freedom to the faculty members for liberally sharing their problems and seeking assistance in solving them.
- The achievements of the faculty members are highlighted and acknowledged in the staff meetings.
- Publications of the faculty members are displayed on the notice boards of the staff room as well as library.
- Faculty members are encouraged to participate in faculty development programmes organized by various agencies.
- Discussions are carried out during extension lectures, seminars and workshops for sharing the information with each other.
- Conducive environment is provided to the faculty members for using innovative techniques for teaching and conducting research activities.
- Team work is promoted by assigning duties to faculty members for organizing functions.

Overall an attitude of co-operation and co-ordination is maintained among the staff of the Institution through the constant support, control and intervention of the Principal.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1 Has the Institution and MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the Institution?

Yes, the Institution has MIS in place, to select, collect align and integrate data and information of academic and administrative aspect of the Institution. All the records pertaining to faculty members, students, admission, fees, accounts and results are maintained in the administrative office and are updated regularly.

- The vision, mission, and objectives of the Institution are published on the website of the Institution.

- The accounts section has manual as well as computerized system to calculate income and expenditure of the Institution including payroll of the staff, expenditure on the infrastructure etc. The accounts are audited regularly by the chartered accountant.
- Achievements and publications of the faculty members are displayed on the notice board, staffroom and library.
- The records of each and every portfolio is maintained and documented under specific heads. Proper records are maintained for every component viz. practice teaching, time table, extension work, examinations, community work, alumni, parents' teacher association, records of different co-curricular activities, etc.

6.3.2 How does the Institution allocate resources (human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The Institution is an aided Institution and fall under 95% Grant in Aid Scheme of the Government of Punjab. Proper planning is done to allocate the financial resources so as to get optimum utilization.

- The Principal discusses the requirement of human resources with the management in order to fill the vacant posts.
- The salary structures of the faculty are as per UGC and Punjab Government norms. College Managing Committee also takes care of the needs of the employees and this attitude motivates the faculty to channelize efforts to achieve the mission and objectives of the Institution and initiate self professional growth. Proper planning is done at the beginning of the session regarding the need of infrastructural and technological requirements according to the prescribed syllabi.
- Allocation of human resources is ensured in the Institution according to their competencies and interests in various subjects and activities.
- If any financial resources are required during the session, the Principal conveys to the management and proper resources are provided. The planning of budget is

done in the beginning of the session. The budget is then approved by the management secretary.

6.3.3 How are the resources needed (human and financial) to support the implementation of the mission and goals, planned and obtained?

Effective management of human and financial resources of the Institution plays an important role in achieving the vision, mission and objectives of the Institution. The resources (human and financial) are needed in following ways:

- **Human resources:** For the implementation of the mission and goals, qualified, experienced and competent faculty is appointed on merit basis with high teaching aptitude.
- **Financial resources:** The financial resources are met through the 95% Grant in Aid received from the Punjab government as well as the fees collected from the students.

The financial resources are planned to allocate them for the purchase and maintenance of infrastructural facilities and salary component.

6.3.4 Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process?

Before the commencement of the academic session, IQAC frames the academic calendar with the coordination with academic and advisory committee. Decisions regarding admission, orientation schedules, planning of classes, syllabus to be covered in semester I and II, co curricular and extra -curricular activities to be organized are undertaken to develop a comprehensive academic plan. Teaching practice programme is developed in consultation with the practicing schools. The academic activities like extension lectures, seminars and workshops that are to be organized in the college are planned and implemented by Research and Extension Society of the IQAC. The Management as well as the Principal provides full support for arranging the activities effectively.

6.3.5 How are the objectives communicated and deployed at all levels to assure individual employee's contribution for Institutional development?

To assure individual employee's contribution for Institutional development, the objectives of the Institution are communicated to them through following ways:

- Orientation programme organized at the beginning of the session helps in communicating the objectives for Institutional development
- Staff meetings are held to communicate the objectives of the Institution.
- IQAC meetings concentrate upon the objectives of the Institution while planning the curricular and co- curricular activities.
- Objectives on the Institution are displayed on the Institutional website and notice board of the faculty chamber.
- Highlighting the objectives each time an activity or function is organized.

6.3.6 How and with what frequency is the vision, mission and implementation plans monitored, evaluated and revised?

Vision and mission statements are used to express and communicate the Institution's roadmaps for taking quality decisions. The principal, faculty members and IQAC closely monitors whether the activities are being held according to the vision and mission of the Institution in the following ways:

- The Principal along with the faculty members continuously work to reinforce the vision, mission, and objectives of the Institution.
- The IQAC of the Institution monitor the implementation of plans and programmes. These are often evaluated in the meetings with the principal and faculty members.
- To communicate the objectives of the Institution to the students, different curricular and co-curricular activities are organized. All the activities intends to convey the vision, mission, and objectives of the Institution.

- The required personnel, material resources and finances are released by the management whenever required. Staff meetings are held frequently to provide an overview in each portfolio.
- Faculty members channelize variety of efforts at all levels to inculcate the values and objective of the Institution in the pupil teachers by keeping them active through participation and involvement in different clubs and committees that continuously work for achieving these objectives.
- The implementation plans of our Institution are monitored, evaluated and revised as frequently as possible based on the feedback received from stakeholders particularly teaching faculty, heads and teachers of practicing schools, students, parents, alumni and governing body members.

6.3.7 How does the Institution plan and deploy the new technology?

The Institution deploys new technology in following ways:

- The faculty members gives exposure to the student teachers to use technology like smart boards, LCD Projectors, computers, OHP etc during seminar presentations and teaching practice programme.
- Faculty use innovative methods and multimedia approach for delivering lectures in the Institution with the help of technological gadgets.
- The classrooms are equipped with innovative technology. Smarts boards are installed in the classrooms. OHP's are also provided in the classroom whenever required.
- The visiting faculty provides innovative ideas through extension lectures for the deployment of technology in the Institution.
- The library resources also provide access to technology which is utilized by faculty and students for preparing class notes, instructional files, presentations, and assignments. Research work and assistance is also provided through access to e resources like N List and OPAC.

- Wi-Fi facility available to the faculty enables them to access various sites for preparing their class lectures and demonstrations.
- The university directions, circulars and guidelines are also a source of new ideas for planning and deploying the new technology.

The technology deployed in the Institution facilitates in academic and professional growth among student teacher and faculty members.

6.4 Human Resource Management

6.4.1 How do you identify the faculty development needs and career progression of the staff?

The Institution always encourages the faculty members for the faculty development initiatives and career progression. To identify the faculty development needs and career progression of the staff, Self Appraisal Forms filled by the faculty members are evaluated by the principal for ascertaining the faculty development needs. Student's feedback analysis also highlight about the faculty members career progression. Along with, the feedback analysis from the parents, alumni and employer also helps in identifying the faculty development needs.

6.4.2 What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self appraisal method, comprehensive evaluations by students and peers) Does the Institution use the evaluations to improve teaching, research and service of the faculty and other staff?

The main aim of the performance assessment mechanism is to suggest measures to make the teaching learning process more effective and successful. Following mechanism is used to assess the performance of faculty and staff:

- The faculty members appraise themselves through Self Appraisal report highlighting their strengths and weaknesses.

- Student teachers also provide feedback about the faculty member's performance, content delivery, communication skills, class interaction, personality and attitude. The feedback is analyzed and results are discussed for further improvement.
- Feedback from the parents, alumni and employers also helps in performance assessment of the faculty member.
- Student teachers provide suggestions in the suggestion box regarding the performance of the faculty members.
- Formal and informal meetings with the principal also highlight the performance assessment of the faculty members.

Yes, the Institution uses the evaluations to improve teaching, research and service of the faculty and other staff. The main aim of performance assessment is to bring quality improvement of the teaching learning process as well as the personality of the faculty member.

6.4.3 What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation.)

For the welfare of staff, the management extends meetings from time to time so that the faculty ultimately gets motivation and contributes their best for the well being of the Institution.

- E.P.F, ESI, GIC, group insurance, T.A. / D.A., hostel facilities are available for the faculty members.
- Duty leave facility is provided to the faculty members along with the full registration fee to motivate them to attend and participate in various seminars and conferences.
- Proper parking facility is provided.
- Re- appointment of Ad-hoc staff is done if necessary and increment is ensured to motivate them.

- MoU is established with PRKM Modern Hospital, Hoshiarpur to provide medicines and emergency treatment for general ailments for the faculty members and students.
- Congenial working conditions are made available to the faculty members. It includes well furnished A.C. faculty chamber with provisions of hot case, refrigerator and heater facilities.
- Free access to internet and Wi-Fi is also available within the campus.
- Library facility with many reference books, journals, magazines and e-resources are available within the campus.
- Provision for casual leave, medical leave, without pay leave and maternity leave facilities are also given to the faculty members.
- The faculty members are encouraged and motivated to attend seminars, conferences, workshops and refresher courses.
- Faculty members are appreciated and awarded on completion of the doctorate degree.

6.4.4 Has the Institution conducted any staff development programme for skill up – gradation and training of teaching and non-teaching staff? If yes, give details.

The Institution takes many initiatives for skill up gradation and training of the teaching and non teaching staff such as:

- Our sister Institution i.e. D.A.V. College, Hoshiarpur organized a ICCR sponsored one week National Workshop on the topic “I.T. Tools and Techniques in Research” which was attended by the faculty members.
- Various extension lectures were organized by the Institution which benefits both the students and the faculty.
- An Orientation Lecture was organized in the Institution for the faculty members regarding the Curriculum for two years B.Ed. course prescribed by NCTE. The Key Resource Person was Dr. Vipul Kumar Narang who oriented the faculty

members and provided the detailed guidelines for the faculty requirements, course contents, theory as well as practical, student strength, etc.

- An orientation programme was organized by the Information Literacy Club of the Institution for training of the teaching faculty in the use of Smart Boards and LCD projectors and ways to integrate it in classroom teaching and train students.
- The non teaching staff is also an important asset of an Institution, therefore the skill up gradation is also essential for them. For this purpose a training programme was organized by the Institution to train the non teaching staff in basic usage of computers and various other equipments like Photostat machine, printer, generator and fax machine.
- The information Literacy Society organized an orientation programme for the students and the faculty training them in the use of digital resources like N-List and OPAC. This training enables the teachers to widen their knowledge by exploring the digital world.

6.4.5 What are the strategies and implementation plans of the Institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills. (Recruitment policy, salary structure, service condition) and how does the Institution align these with the requirements of the statutory and regulatory bodies (NCTE, U.G.C., UNIVERSITY etc.)

The recruitment of the faculty and staff members is done as per requirements which arise either due to revision in the norms or when any permanent staff retires or takes a long leave.

- The vacant posts are advertised in leading newspapers as per the norms of NCTE/UGC/ Panjab University, Chandigarh.
- The recruitment of the faculty members and other staff is done as prescribed by NCTE, UGC, Panjab University, Chandigarh and Punjab Government.

- The interested candidates apply on the prescribed application form available from the Institution's management office along with testimonials.
- Interviews are conducted by the selection committee consisting of the Principal, two members of the management, subject experts as nominated by the vice chancellor of the University and Punjab government.
- Qualifications, knowledge of the subjects and methods, communication skills and personality are factors considered while interviewing the candidates for post of teacher-educators.
- Selected candidates are provided appointment letters by the managing committee.
- They are recruited on two years of probation period and then made permanent employees of the Institution.
- To retain the faculty regular increments and enhancement of DA and Group Gratuity benefit are provided.
- The new grades and other benefits announced by the govt. are implemented from time to time.
- The workload assigned is also as per UGC norms and the expertise of the faculty member.
- The procedure of appointment of the Ad-Hoc staff is discussed in 6.4.6.

6.4.6 What are the criteria for employing part-time/ad-hoc faculty? How are the part time/ ad-hoc faculty different from the regular faculty? (Eg. salary structure, workload, specializations)

The employment of ad-hoc faculty depends on the availability of vacant position left by the retirement of a staff member or if any staff member is on long leave. The recruitment process is monitored and supervised by the college management.

- The recruitment for vacant posts is advertised in the leading newspapers.
- The candidates apply for the post by filling out the application form available with the managing committee.

- The selection committee comprises of the Principal, representatives of college managing committee and subject expert.
- Various factors are considered while interviewing the candidate such as subject knowledge, confidence and overall personality.
- The ad-hoc staff is appointed for tenure of one academic session which if needed be, retained for another academic session.
- The salary of the appointed ad- hoc staff is granted by the management.
- Yearly increments and PF facility is also provided to the ad-hoc staff.
- The working conditions are same as that enjoyed by other faculty members and they are given due recognition in the Institution.
- The workload of the ad-hoc staff is as per the university norms and equal to the regular staff.

6.4.7 What are the policies , resources and practices of the Institution that support and ensure the professional development of the faculty?(e.g.-budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops etc and supporting membership and active involvement in local, state , national, and international professional Institutions)

The faculty members of any Institution are its backbone which helps the Institution to stand out in the crowd. It is said that a book is judged by its cover. The metaphor book represents the Institution and the cover is metaphor for the faculty. How qualified and enthusiastic is the faculty, determines the heights of the Institution. Therefore, if we need to enjoy the shade of a tree, we must first provide nourishment to it and take care of it so that it may grow and become competent enough to provide shade. The Institution works with this ideology and undertakes many initiatives for professional development of the faculty such as:

- The Institution always encourages the faculty to attend seminars, conferences, workshops and refresher courses.

- The Institution provides due registration fees to the faculty member and duty leave to attend the courses for professional development.
- The faculty members pursuing pre Ph.D. course are given NOC to attend the course.
- The faculty members who complete doctorate degree are awarded and appreciated.
- The faculty members are encouraged to join various organizations for professional and personal growth.
- The Faculty members are encouraged to pursue higher studies.
- To develop the skills of the faculty members in the field of research, every year they have to supervise the research work of M.Ed. students and act as research guide.
- The faculty members are also encouraged to become approved Ph.D. supervisors for guiding the research work.
- Various extension activities are organized in the Institution which helps in personality development of the faculty members.
- The faculty members are free to deploy any teaching method in the classroom and are encouraged to use ICT.

The faculty members are appointed members of various clubs and committees of the Institution which helps the teachers to develop their managerial skills.

6.4.8 What are the physical facilities provided to faculty? (Well maintained and functional office, instructional and other space to carry out their work effectively)

The infrastructure of the Institution is of state of art quality. The faculty enjoys many facilities to ensure good working conditions. Some of the facilities available are:

- Classrooms with good ventilation and proper lighting are provided. The faculty member has a well maintained podium for keeping his/her belongings.

- The classrooms are installed with interactive smart boards and LCD projectors which can be used by the faculty member. They are provided proper training for using such facilities.
- Well established and well furnished laboratories are established in the Institution which can be assessed by the faculty member at any time.
- The staffroom is fully air conditioned with proper and comfortable seating facility. A separate storage room is available for the faculty member to store the assignments and other documents. Separate lockers are also provided to keep valuables.
- Facility of hot case, refrigerator, heater and purified drinking water is at the faculty's disposal.
- A state of the art seminar hall cum auditorium is maintained in the college which can be utilized by the faculty to organize various functions and seminars.
- The faculty enjoys subsidies medical facilities due to a MOU established with a hospital by the Institution.
- Various facilities like free internet connectivity, Photostat, printer, scanner and computer facility is enjoyed by the faculty.
- Good parking facility under shade for faculty is bestowed upon by the Institution.
- Free access to internet and Wi-Fi is also available within the campus.
- Library facility with many textbooks, reference books, journals, magazines, encyclopedias, dissertations and digital resources can be assessed by the faculty at any time.
- Separate well maintained and hygienic washrooms are available for the faculty members.
- A good and hygienic canteen is established in the Institutions campus to cater to the refreshment needs of the faculty members.

6.4.9 What are the major mechanisms in place for faculty and other stake holders to seek information and or to make complaints?

The information and communication network of the Institution is transparent and is assessable to all. The Institution makes sure that all information is properly circulated and all grievances are addressed.

- All information regarding the functioning of the Institution is available on the college website and it can be retrieved by all. All information regarding the faculty, management, the infrastructure, courses offered and recent activities can be viewed on the website.
- A notice is circulated in all of the teaching and non teaching staff of the Institution on behalf of the Principal regarding any activity which is to be conducted in the college. Acknowledgement of the teacher is compulsory to ensure that the information is transferred.
- An information brochure is published every year during fresh admissions to pass out all necessary facts of the Institution to provide a transparent front.
- Any information regarding the changes in curriculum or course content or any other change regarding the curricular aspect or conduct of examination can be viewed on the Panjab University website (www.puchd.ac.in)
- The Institution's managing committee is open for all. Anyone can approach them with any grievances. The management takes strict and quick action to resolve the grievances.
- The staff can personally meet up with the Principal and share their grievances.
- Feedback is acquired from the stakeholders to acknowledge their role in the system.
- The faculty member or stakeholder can seek any information they require through a simple request.

6.4.10 Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

Efficient work can only be ensured if the duties are properly divided and nobody feels pressurized or overburdened. To guarantee that the work is completed in prescribed time and with ease, the workload is divided among all.

- UGC prescribes compulsory six hours a day of continuous work for all staff. The faculty member even stay back to complete the task if necessary.
- NCTE prescribes a set period of time (200 working days and 36 hours of classes in a week) for the faculty member to stay in the college where the time of the teacher is divided into classroom teaching, tutorial classes, practical session, guidance and consultation session and time for co- curricular activities.
- In the beginning of the year, academic calendar is designed which creates a blueprint of activities to be conducted in the year.
- The time table in-charge allots classes to the faculty members keeping in mind the workload as prescribed in the UGC norms. The faculty member should get enough time to relax in between the classes.
- The faculty members are assigned various clubs and committees in the beginning of the session and portfolios are provided to ensure that everybody knows what to do.
- All the faculty members are involved in visiting the practice schools for supervising practice teaching lessons of the students.
- All members of clubs and committees work enthusiastically to carry out the activities allotted in the academic calendar.
- The faculty member while organizing various functions and events comes in contact with the community which helps them to create relationships and acquaint them to the outer world.

- The faculty members are encouraged to participate in research oriented activities and faculty development programmes such as conferences, seminars and workshops.

6.4.11 Does the Institution have any mechanism to reward and motivate staff members? If yes, give details.

Yes, the Institution acknowledges and rewards all the achievements of the faculty members in the following ways:

- The faculty member who complete their doctorate degrees are allocated special appreciation and awarded in front of the entire college to appreciate their effort and to motivate others.
- After successful execution of any event, the Principal and the management appreciates the efforts of the organizing committee and arranges for a celebratory tea and snacks.
- Achievements and good efforts of teachers are appreciated during staff meetings.
- Students who win prizes during Panjab University Zonal Youth and Heritage festival and Skill in Teaching and On the Spot Teaching Aids Competition are awarded and appreciated during annual get together. The teacher in-charges are also appreciated.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1 Does the Institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated?

Salary and allowances for permanent faculty is partially paid by the government. Fees of students deposited in government account. Apart from this, the Institution is not receiving any money from government. The other Governmental agencies such as UGC are another important source of finance. The Institution gets financial support from state

government and UGC. The funds received from these sources are used for the improvement of infrastructure facilities and for the implementation of specific programmes. Table 6.5 (a) highlights the details of the UGC grant.

Table 6.5 (a) Details of UGC Grant during XIth plan Years

S.No.	Year	Grant
1	2011-12	22,50,000/-
2	2012-13	22,05000/-
3	2013-14	-----

6.5.2 What is the quantum of resources mobilized through donations? Give information for the last three years.

Till date no donation has been received by the Institution.

6.5.3 Is the operational budget of the Institution adequate to cover the day-to-day expenses? If no, how is the deficit met?

The operational budget of the Institution is adequate to cover the day to-day expenses, If sometimes, there is a deficit then management bears the deficits.

6.5.4 What are the budgetary resources to fulfill the missions and offer quality programmes (Budget allocation over the past five years, depicted through income expenditure statements, future planning and resources allocated during the current year and excess/deficit)?

Budgetary resources are obtained from the fee collection as well as grant in aid from state government. Details of budgetary resources of last five years are as follows:

Table – 6.5(b) Budget allocations over the past five years

	2010-11	2011-12	2012-13	2013-14	2014-15
Total sanctioned Budget	1697114 5	1984327 8	35307468	35380044	2231084 3
% spent on the salary of faculty	54.64%	54.04%	45.83%	66.41%	63.61%
% spent on the salary of Non Teaching staff	17.94%	9.95%	11.28%	14.79%	19.5%
% spent on Books and Journals	0.19%	0.002%	0.58%	0.35%	0.56%
% spent on development activities (expansion of Building)	0.68%	28.18%	26.34%	90.61%	N.A
% Spent on Telephone , Electricity and Water	1.27%	0.92%	1.95%	2.2%	2.88%
% spent on maintenance of Building, Sports facilities, hostels, residential complex and student amenities ,etc.	6.58%	0.69%	4.88%	3.055%	6.69%
% spent on maintenance of equipments , teaching aids, contingency etc.	0.15%	0.16%	4.42%	0.61%	0.72%
% spent on Research and scholarship (seminars, conferences, Faculty development programmes, faculty exchange etc.)	11.37%	0.628%	0.24%	0.12%	0.57%
% spent on Travel	0.92%	0.45%	0.43%	0.69%	0.7%
% Printing & Stationary	0.39%	0.15%	0.11%	0.49%	0.49%
% Function and Festival	40.17%	1.3%	1.53%	1.03%	2.31%
% Personality Development	0.08%	0.04%	1.67%	0.08%	0.36%
%Miscellaneous	1.62%	3.06%	0.74%	0.57%	1.61%
Total Expenditure Incurred	1241407 0	2961403 1	32971704	35852995	2139213 7

6.5.5 Are the accounts audited regularly? If yes, give the details of internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

Auditors from Post Audit Department of Government of Punjab, Accountant General, internal and external auditors appointed by D.A.V Educational Committee to audit the accounts regularly. (Encl.: Annexure VII)

6.5.6 Has the Institution computerized its finance management systems? If yes, give details.

Yes, the Institution has fully computerized its finance management system. All the concerned persons are fully trained to use that finance management system. Salary bills of the staff and EPF contributions are computerized. Still it is mandatory for the Institution to keep paper records also and make the book entries. The Institution is progressively changing to comprehensive Institution management software which incorporates all activities of the Institution in single software. The utilization certificate of grants, Students return, Examination forms, deposit of income tax, ESI, EPF are done online.

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

What are the significant best practices in Governance and Leadership carried out by the Institution?

All the activities of the Institution are conducted with the objective of fulfilling vision and mission of the Institution for qualitative development. The best practices that are highlighted in governance and leadership carried out by the Institution are highlighted through the active functioning of the following cells:

- Internal Quality Assurance Cell (IQAC)
- Grievance Redressal Cell

- Career Counselling and Placement Cell
- Guidance and Counselling Cell
- Women Development Cell
- Students' Council
- Feedback mechanism from student teachers, alumni and stakeholders.
- Involvement to faculty and stakeholders in decision making process.
- Large numbers of clubs and committees for co curricular and extracurricular activities to achieve vision and mission.
- Consultancy services by experiences and dedicated faculty members.
- Collaboration with community institutes.

CRITERION VII

INNOVATIVE PRACTICES

7.1 Internal Quality Assurance System

7.1.1 Has the Institution established Internal Quality Assurance Cell (IQAC)? If yes, give its year of establishment, composition and major activities undertaken.

Yes, the Institution has established Internal Quality Assurance Cell (IQAC) in the college on 1st August 2009.

Table 7.1(a) The Composition of the IQAC for the Session 2014-15

S. No.	Designation	Number	Names
1	Chairperson	1	Sh. S.S. Sharma
2	Management Representative	1	Sh. D.L. Anand Secretary, D.A.V. College Managing Committee
3	External Experts	2	Sh. Jarnail Singh Saini Dr. Gurdip Sharma
4	Faculty Members	5	Dr. Gulwinder Kaur Mr. S.S. Gidda Mr. Sharanjit Saini

			Dr. Arti Saluja Dr. Monika
5	Alumni	2	Sh. Harish Sharma Sh. Amar Nath
6	Stakeholders and Community Representative	1	Sh. D.M. Sharma
7	Administrative Staff	2	Mrs. Harvinder Kaur (Librarian) Mr. Parveen Saini (Office Superintendent)
8	Technical Staff	1	Ms. Reetika
9	Students	2	Ms. Anushi Kumra Mr. Sandeep
10.	Coordinator	1	Dr. Vipinder Nagra

As per the NAAC guidelines, the IQAC of the Institution conducts three meeting in a year i.e., once in every quarter for quality improvement. The details are as follows:

Table 7.1(b) Details of meetings of IQAC in session 2014-15

S. No.	Date of Meeting	Purpose of Meeting
1	08-08-14	To frame out the objectives and plan the activities for the current session
2	31-12-14	To review and assess the ongoing activities according to the objectives
3	30-05-15	To assess and evaluate the achievements of objectives and find the gaps if any. To plan outline for future session.

The major activities undertaken by IQAC are:

- Framing of Academic Calendar.
- Formation of Clubs and Committees and allotting activities.
- Regular meetings with the staff for quality improvement.
- Promoting Faculty Development Programmes.
- Organizing extension activities.
- Feedback Mechanism and its analysis.
- Introducing innovative methods of teaching.
- Coordinating with college activities (academic and co-curricular).
- Collaborating with PTA and alumni for conducting meets.
- Establishing linkages with the community.
- Updating of information about curriculum.
- Enhancement of library resources.
- Enhancing the use of ICT.
- Organizing seminars and conferences.
- Examination, evaluation and recording of results.
- Quarterly assessment of activities conducted and objectives achieved.
- Self appraisals of faculty members.
- Documentation of all major activities.
- Preparation of AQA

7.1.2 Describe the mechanism used by the Institution to evaluate the achievement of goals and objectives.

To evaluate the achievement of goals and objectives, the Institution follows the following mechanism:

- Regular faculty meeting with management and Principal, academic advisory committee, student council meeting and meetings of IQAC are conducted to assess

and evaluate the achievement of goals and objectives throughout the academic session.

- Feedback Performa's are filled from the students regarding the curriculum, teaching learning process and faculty.
- Feedback is taken from school heads, school teachers and community representatives.
- Meets with alumni and parents are conducted to evaluate the achievements.
- Suggestions from the educationists also enable the Institution to analyze its goals and objectives.
- Feedback from employers also helps in analyzing the achievements of goals and objectives.
- The evaluation of curricular and co-curricular activities organized throughout the year also provides feedback about the achievements of goals and objectives.
- Student teachers Achievement Records.
- Suggestions are also posted in the suggestion box that helps in evaluating the achievement of goals and objectives.

7.1.3 How does the Institution ensure the quality of its academic programmes?

The quality of academic programmes is ensured by:

- Framing academic calendar in consultation with the IQAC.
- Appointing highly competent and committed teaching faculty.
- Regular meetings of the faculty with management, Principal and IQAC.
- Provision of curricular and co-curricular activities in the time table according to the norms of P.U. Chandigarh and NCTE.
- Technology integration in the teaching learning process.
- Use of innovative methods and techniques of teaching.
- Instructional planning by the faculty members.

- Conducting remedial classes, special classes and enrichment classes for the student teachers.
- Organizing extension lectures, competitions, seminars, workshops, and other literary activities.
- Continuous evaluation and assessment mechanism.
- Feedback and suggestions from the students.
- Support and suggestions from the alumni and stakeholders.
- Promoting faculty for participation in faculty development programmes and pursuing Ph.D.
- Writing for journals, newspapers, magazines and book publications.
- Providing latest library resources like books, journals, magazines, e-resources, etc. Book bank facility is also provided.
- Providing enriched facilities in Guidance and Counselling Lab, Psychology Lab, Micro teaching Lab, Computer Lab for student learning.
- Preparing and teaching through self-learning instructional materials.
- Preparing innovative macro as well as micro lesson plans.
- Honoring the merit holder students of the house examinations as well as in the university examinations.
- Monitoring performance in the house examinations and providing necessary guidance for enhancement of performance in final examinations through remedial and special classes.
- Self Appraisal of the faculty provides a feedback to the faculty of their own performance.
- Following punctuality and regularity in each and every academic pursuit according to NCTE norms.

7.1.4 How does the Institution ensure the quality of the administration and financial management processes?

The Institution follows high standards of quality and strives hard to achieve maximum of the best practices in its administration and financial management.

- Regular meetings are conducted with the management, Principal, faculty and administrative staff from time to time.
- The Principal also conducts regular meetings with the administrative staff separately to keep the work updated in all aspects.
- Different clubs and committees are formed in the Institution that works diligently in cooperation and coordination with each other.
- Responsibilities are assigned to the faculty members giving due consideration to their interests.
- The library has its library committee which suggests and recommends the purchase of the library resources being put up by the faculty and students.
- Financial decisions are taken in consultation with the management and Principal.
- Support from highly experienced and competent members of the IQAC is sought for providing administrative and financial guidance to ensure quality.
- Feedback mechanism also helps in ensuring the quality of administration.
- The Institution has strong internal audit mechanism which is done in consultation with the Principal, purchase committee, bursar and office superintendent.
- The purchase of materials in the Institution is verified by the purchase committee before it is finally approved.
- The utilization certificates of grants, income tax, ESI and PF deposits are done online.
- Records are maintained efficiently in hard and soft copy with the accountant of the college after being properly verified by the bursar and Principal.
- The accounts of the Institution are finally audited by the qualified professional (Chartered Accountant) at the end of the financial year.

7.1.5 How does the Institution identify and share good practices with various constituents of the Institution.

In order to identify the good practices, feedback from the students and various stakeholders is taken. Meetings and discussions with the management, Principal and faculty also identify and highlight the best practices of the Institution. Alumni meetings help in identifying good practices as they interact more freely. Mutual interactions of the faculty and the students also help to identify the good practices.

The good practices of the Institution are shared through:

- Management meetings in which members and heads of the various sister Institutions participates,
- Faculty meets,
- Alumni meets
- Parent teacher meetings,
- College Magazine “Shikshodaya”,
- Information Brochure,
- During seminars and conferences,
- Functions being organized in the Institution like convocation, prize distribution, athletic meet, inauguration, morning assembly, etc.,
- Interactions with the resource persons, and
- During teaching practice.

7.2 Inclusive Practices

7.2.1 How does the Institution sensitize teachers to issues of inclusion and the focus given to these in the national policies and the school curriculum?

Our Institution provides inclusive education (Education for Children with Special Needs) as an optional subject in M.Ed. and B.Ed. curriculum. The curriculum designed for Paper –I Philosophical and Sociological Bases of Education provides information about the policy norms of dealing with inclusive education through NCFTE 2009. Paper-II

Learner- Nature and Development gives an insight into the different learning disabilities and its implications. Apart from this, this Institution has endeavored hard to sensitize teachers through routine class room teaching and by:

- Encouraging the faculty members to attend seminars, workshop or conferences related to inclusive education.
- They are encouraged to write articles on topics related to inclusive education.
- Faculty members also encourage M.Ed. students to carryout dissertation work in this area under their supervision.
- Library facilities like text books, reference books, journals, magazines, e-resources, etc. helps in sensitizing the teachers about concept, national policies and school curriculum.
- They organize community extension activities by carrying out visit to Institutions of special education such as J.S.S. Asha kiran School for mentally challenged children.
- Staff meetings are conducted for discussing national policies and goals as replicated in school curricula and the implied teaching methodology.
- Latest information on the issues of inclusion is circulated among staff members.
- MoU with PRKM Modern Hospital has been signed to provide free medical and other facilities.
- Wheelchair facility is also provided in the Institution for easy movement of the physically handicapped students.
- Teachers themselves voluntarily suggest ways and means to achieve high students of inclusive education and work in team to bring in the same in actual practices.

7.2.2 What is the provision in the academic plan for students to learn about inclusion and exceptionalities as well as gender differences and their impact on learning?

The student- teachers study about exceptionalities as well as gender differences in their core subjects. The curriculum for Paper –I Philosophical and Sociological Bases of Education and Paper- II Learner-Nature and Development in B.Ed. and Advanced Educational Psychology in M.Ed. provides an insight about inclusion and exceptional children. The curriculum also has the provision for special education as optional subject in M.Ed. and B.Ed. (Education for Children with Special Needs) that provides information regarding the various categories of exceptional children and the educational provisions. Along with, the Institution:

- Organizes various activities related to special education as well as gender differences during morning assemblies.
- Present documentaries and short films related to exceptional children and gender differences.
- Arranges visits to special education schools.
- The Institution has adopted a nearby village (Village Adamwal) where students conducts social surveys and conduct various activities which inculcates social responsibility among the villagers as well as students.
- Carryout talks to sensitize students about unbiased attitude towards these children.
- Class room teaching, assignments, discussions are arranged.
- Organized National level seminar wherein “Inclusive Education” was included as a sub-theme.
- M.Ed. students carryout dissertation work related to these topics.
- Practice teaching also enables to sensitize the student teachers about these children.
- The Institution provides facilities for conducting examination for special school children i.e., Asha kiran School and Teacher Training Institution.

- Case studies are prepared by the student-teachers related to special education, gender differences, women education, Life Long Education, students from weaker section of society.
- Faculty members address the student-teachers about the problems of their learners and acquaint them with the methods and techniques to educate them.
- Library resources also cater to these needs.
- Co-curricular activities are organized taking due consideration to these aspects.
- The Institution has Kalpana Chawla Women Development Cell and Grievance Redressal cell that organizes activities particularly to orient student-teachers about gender differences.

7.2.3 Details on the various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active engagement in learning and self- motivation.

The various activities envisioned in the curriculum to create learning environments that foster positive social interaction, active management in learning and self- motivation are detailed as under:-

- Innovative methods of teaching are followed for teaching.
- Socialized recitation techniques are used.
- Assignments, seminars, snap tests and oral tests are conducted.
- Various co-curricular activities are organised throughout the year like celebration of important national and international days, festivals, etc.
- Library period is arranged twice a week for self learning.
- Seminars, workshops and extension activities are organized.
- Educational and religious trips and picnics are organised.
- Club activities are organised with the active involvement of students.
- Athletic event, talent hunt, cultural events are organised.
- Winners of the various events and Merit holders are honoured.
- Morning assemblies are organised on every Tuesday to foster social interactions.

- Micro teaching, simulated teaching, team teaching, cooperative learning, group discussions are conducted regularly.
- Practice teaching programmes also help to foster positive social interaction.
- Fee concessions and scholarships are given to the needy and deserving students which fosters self motivation.
- Field surveys on various social, economic and environmental issues like drug addiction, environmental degradation, female foeticide, population problems etc. are conducted by student teachers.
- While interacting with the residents of the adopted village, the students excel in communication skills and life skills.
- Visits to Sadhu Ashram and Asha Kiran School for mentally challenged children are best sources of positive interaction, active learning and self-motivation.
- Assignments, projects, discussions, problem based learning, computer assisted learning, practice teaching and peer teaching ensures for active engagement in learning and self motivation.
- Free blood donation camp, tree plantation, save girl child, RTI and RTE rallies are organized.
- Participation in inter-Institution and inter house competitions inculcates healthy, competitive and sportsman spirit amongst students of different social strata.

7.2.4 How does the Institution ensure that student teachers develop proficiency for working with children from diverse backgrounds and exceptionalities?

As mentioned earlier in the above question that the curriculum contains the subjects that provides theoretical as well as practical knowledge about the concept and types of exceptional children, their problems and the educational provisions to deal with their problems. Apart from the curriculum, the student teachers are:

- Provided suitable training for the administration of various tools to identify children with diverse needs.
- Provided training about the different methods and techniques of teaching which can be used according to the diverse backgrounds and exceptionalities.
- Well acquainted with the various teaching skills and competencies for dealing with diverse needs of children.
- Trained to prepare instructional materials and use them according to the diverse needs of the students.
- Trained during teaching practice in actual class room situations to meet the diverse needs of the students and they get real experience in handling these children. They organize co-curricular activities, like literary activities, cultural activities, sports and games for children with diverse needs.
- Provided comprehensive knowledge through regular class room lectures about the ways to develop proficiency for working with children from diverse backgrounds and exceptionalities.
- Trained to organize co- curricular activities and visits to special schools to get real life experience to know about them and deal with their needs effectively.
- Provided training through extension lectures and seminars about the needs and requirements of children with diverse needs and the ways to deal with them.
- Trained to take up dissertation work (M.Ed.) related to children with diverse needs so that they are able to know more about them, the provisions and facilities provided by the government to cater to their diverse needs.

7.2.5 How does the Institution address to the special needs of the physically challenged and differently- abled students enrolled in the Institution?

- To cater to the special needs of physically challenged and differently- abled students enrolled in the Institution, the following academic arrangements are made in the beginning of the session.

- The Institution follows zero rejection policy. Therefore, physically challenged students in the Institution are provided various facilities and inclusions for their effective learning process.
- Infrastructure of the college has been maintained in such a way that physically challenged students find it easy to move from one place to another without any inconvenience.
- 90% of the academic activities are conducted on ground floor.
- Ramps have been constructed to facilitate their movement.
- Proper seating arrangement is provided for physically challenged students.
- Library and laboratories are all on the ground floor thus, enabling hassle free environment.
- They are provided guidance and counselling to encourage their self esteem and confidence.
- Individual attention is also given to these students.
- During teaching practice, schools are allotted as per their convenience.
- The floor of the building is free from steps that can create hindrance in the movement of handicapped person from stepping in or out of the classrooms or other places in the Institution. Wheelchair facility is also provided by the Institution.
- During examinations special attention is given to physically challenged and differently-abled students.
- Extra craft activities are arranged to cater to their needs.
- Remedial classes and special classes are also arranged for them.
- In extreme cases, buddy is also provided.

7.2.6 How does the Institution handle and respond to gender sensitive issues (activities of women cell and other similar bodies dealing with gender sensitive issues)?

The Institution in so many years of its establishment have never noticed any case regarding gender sensitive issues yet there are many provisions. They are:

- The Institution has Grievance Redressal Cell with three female faculty members who directly look into the grievances being brought to the cell either directly or forwarded by the Principal.
- Proper guidance and counselling is also provided according to the problem through Guidance and Counselling Cell.
- The Institution also organizes women day and human rights day every year to disseminate information about the women empowerment and their rights.
- The legal awareness cell also provides legal awareness by lady advocates through seminars regarding the gender sensitive issues.
- The Institution has Kalpana Chawla Women Development Cell that creates awareness about all gender issues, female foeticide, etc.
- CCTV cameras are installed almost everywhere in the Institutional campus and are monitored.
- The Institution has separate girls' common room.
- The discipline committee always monitors the day to day activities of the students.
- Student-teachers are encouraged for becoming self confident by arranging seminars and extension lectures.

The overall environment of the Institution is very congenial and friendly.

7.3 Stakeholders Relationships

7.3.1 How does the Institution ensure the access to the information on organizational performance (Academic and Administrative) to the stakeholders?

The Institution ensures the access to the information on organizational performance to the stakeholders through:

- Institutional website.
- Institutional information brochure.
- Institutional magazine.
- Meetings of the managing committee.
- Alumni meet.
- Parent teacher meetings.
- IQAC meetings.
- Social networking sites such as Facebook and Whatsapp.
- Notice boards of the Institution
- Advertisements in the newspapers.

7.3.2 How does the Institution share and use the information/data on success and failures of various processes satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement?

The Institution share and uses the information on success and failures of various processes satisfaction and dissatisfaction of students and stakeholders for bringing qualitative improvement through following ways:

- The feedback and results of previous academic sessions are taken into consideration while framing the academic calendar of the present session.
- Feedback from students, heads of the school, alumni, stakeholders, enables to bring qualitative improvement.

- Suggestions of the school teachers during teaching practice also help in quality improvement.
- Alumni meetings, parent teacher meetings and IQAC meetings also provide feedback about the students and Institutional success or failures which are taken as suggestions to be implemented in the next year.
- Faculty member's suggestions during meetings are implemented.
- Student's councils meetings and their suggestion also enables to bring quality improvements.
- Feedback from guests and resource persons also helps in bringing qualitative improvement.
- Suggestion box placed in the college campus also provides measures for quality improvement.

7.3.3 What are the feedback mechanisms in vogue to collect, collate and data from students, professional community, Alumni and other stakeholders on program quality? How does the Institution use the information for quality improvement?

- Every year the Institution collects feedback from students, school heads, employers, parents and alumni through feedback Performa regarding the faculty, Institutional facilities, teaching learning process, curriculum and overall environment. Suggestions are also sought for further quality improvement.
- Feedback is also sought from students through suggestion box placed in the campus.
- Informal talks amongst the faculty and students also provides true picture about the quality.
- Formal and informal meeting with the alumni, parents, school teachers, guests and resource persons also provides quality feedback.
- Meetings with the IQAC members also provide valuable feedback regarding the quality issues.

The Institution uses the information/feedback for quality improvement in the following manner:

- The information received through feedback from students and various stakeholders is analyzed by the IQAC and is implemented while framing the calendar and activities for the next year.
- The suggestions received from students are also given due weightage and are implemented for improving the:
 - Techniques and methods of teaching
 - Discipline of the Institution
 - Communication skills of the faculty
 - Handling of the grievances
 - Guidance and counselling services
 - Placement opportunities
 - The teacher taught relationships
 - Institutional facilities
 - Practice teaching
 - Student coordination and cooperation
 - Institutional overall environment.

BEST PRACTICE - I

Blending Technology in Education

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow”.

John Dewey

In our ever evolving world, we have witnessed the emergence of technology in all facets of our lives including education. Education being the foundation stone of the society determines our future and what we will be in it. In order to justify the above saying of John Dewey, technology has been incorporated in the education system so that it not only ameliorates the students’ achievements but also facilitates communication, collaboration and strengthens the students for the workforce of the 21st century.

There is mounting evidence to advocate the benefits of technology to students’ conquests by widening the horizon of learning resources. Each child is different and so are his needs. To cater to their needs and to enable them to excel, technology can be easily tailored in education. In 1910, Thomas Edison proclaimed that films will transform education and make books obsolete. Ever since then, the benefits of technology in the field of education have been lauded.

Our Institution too does not have a blind eye to the role of technology in education. We have taken many initiatives to incorporate technology in our regular functioning of the Institution, may it be classroom teaching, co curricular activities or administrative work.

Objectives of the Practice

By blending technology to education, we aim to achieve following objectives:

- To articulate the technological trends among students and faculty to meet the global challenges.
- To cater to the varied needs of the students by enabling them use their senses as gateways of knowledge.
- To epitomize difficult concepts and virtual examples with ease to enhance the teaching learning process.

- To develop and increase the proficiency and fluency with the tools of technology for greater concept clarity.
- To facilitate a simultaneous independent and collaborative learning experience among students.

The Practice

The curriculum prescribed by the affiliating university contains ICT as a core as well as pedagogical subject in B.Ed. course. The teaching of these subjects help in providing knowledge, developing ICT skills, making them tech savvy and proficient in using these skills in future classroom discourse. The Institution has established a techno- friendly campus. The classrooms are equipped with interactive smart boards and LCD projectors which are extensively used by the faculty and the student teachers in their day to day academic activities. The faculty prepares PowerPoint Presentations for class room teaching for better content clarity. They motivate and train the student teachers also to use it during their presentation in discussion lessons, practice teaching, in class rooms while discussing the seminar topics and preparing teaching aids. The syllabus also prescribes that the student teachers must prepare at least two ICT based lesson plans.

The faculty of the Institution is technology literate and makes extensive use of technology in preparing class notes, delivering lectures, constructing instructional files, maintaining record of internal assessment, preparing question banks, question papers for house exams, etc. Not only do they make elaborative use of technology for preparing their presentations for seminars, workshops or conferences but also for preparing self learning modules to contribute towards individualized learning.

A fully furnished and well equipped computer laboratory allows the students to prepare supplementary notes and power point presentations with the help of internet. The computer faculty is always engaged in encouraging the student teachers and other faculty including non teaching faculty to use technology to its maximum and come one step closer to fulfilling the objective of blending technology to education. The Institution Information Literacy Club has proved its worth by organizing seminar cum workshop every year to train and practice the technology skills in preparing their lesson plans, assignments and presentations.

The Institution also has a state of the art multipurpose auditorium equipped with latest multimedia equipments like a quality sound amplifier system, LCD Projector, video camera and CCTV cameras. It is used extravagantly and efficiently to organize functions, orientations, seminars, extension lectures, morning assembly, cultural functions, etc. The most appreciable aspect worth mentioning is that all these events are organized making effective use of technology. The student teachers under the guidance of faculty members prepare fantastic power point slides, documentaries, short films, clippings and pictures, etc. that has become a regular and laudable feature of this Institution.

To add another feather to the cap, the Institution boasts for its highly technology driven administrative office. All the important documents like student details, fee records, finance records, scholarship records, budgets, time table, etc. are computerized. The internal assessment of the student teachers is made an online process to make it more transparent.

The micro teaching laboratory of the Institution is also equipped with technological equipments like computers, LCD projector, overhead projectors, cameras that are used in recording and assessing the micro teaching skills of the student teachers. They also prepare CD's, transparencies and assignments making adequate use of technology in cooperation with the faculty incharge.

The library of the Institution is the hub of technology where the faculty and student teachers recurrently retrieve a lot of information through digital resources like N-List and OPAC. These digital resources are very important for researchers to congregate a lot of information related to their topic. The M.Ed. students for the preparation of dissertation devotedly access the digital resources for collecting the related studies, composing, recording and analyzing their data. Even the final format of the dissertation is prepared with the help of computers and printers. The information brochure and the college magazine are also given their final shape through technology.

Last but not the least, the IQAC of the Institution manages all the Institutional curricular, co curricular and extra- curricular activities records through technology. The annual reports, the AQAR's, the minutes of the meetings, the records of clubs and committees are kept in retrievable mode in the computers with the cooperation of faculty members and student teachers.

The Institution thus, has taken up quality initiatives to bolster the use of technology by the faculty, student teachers, and administrative staff to the maximum extent possible.

Obstacles faced

The Institution faces certain encumbrances while consolidating technology in the Institutional framework such as:

- The students are not well versed with latest technological advances since they do not have strong background of computers and therefore are not very welcoming to the idea of assimilating technology in their course.
- Time allotted to train and practice technology always remained a hurdle.

Strategies Adopted

To overcome the obstacles faced by the Institution, the strategies adopted are:

- Student teachers are encouraged and motivated to practice the use of technology in their day to day activities so that they are able to overcome the hesitation.
- They are enthused to incorporate technology in real classroom teaching during practice teaching.
- A seminar cum workshop was organized by the Institution to train the student teachers in preparing ICT based lesson plans to enable them to deliver these lessons in the most appropriate way in the classrooms. Later on the CD's prepared by the student teachers were submitted in the computer laboratory.
- Efforts were done to provide ample time in the time table for the student teachers to practice the tools of technology in simulated and actual class room situations. They were verbally appreciated for putting up their hard efforts to practice it.

Impact

The impact of blending technology to the education system is evident through student teachers achievements. By the end of the session, the student teachers were confident and well versed with the technological tools and their advancements. Technology helped them to bring out their best may it be their confidence, creativity or intellect. The impact was palpable in their performance while executing the tools of technology in the classrooms.

The administration, management, retrieval, and record maintenance of the Institution became much easier with the use of technology. Technological use also enabled the Institution to use 24*7 surveillance for controlling the foul play and nuisance. Discipline maintenance became possible and easier through the installation of CCTV cameras in the campus. Therefore, the blending technology is a big boon for the Institution.

Resources required

- Human resources like faculty and students.
- More infrastructural facilities like smart boards and LCD Projectors in classrooms.
- Fully equipped computer laboratory and automated library.
- Technology experts and technical assistance.

Contact Person: Mrs. Ritika Chaudhary

BEST PRACTICE -II

Indoctrination of Values

“I fear the day that technology will surpass our human interaction, the world will have a generation of idiots.”

Albert Einstein

Context

D.A.V. College of Education has its roots associated with Maharishi Dayanand Saraswati. He founded Arya Samaj and his approach was his choice of English- oriented Science-based education with a blend of Vedic values. The DAV vision of education telescopes well with the National Policy on Education (1986) which lays great emphasis on developing a national system of education, with Education For All, keeping in mind to develop individuals who are morally upright, intellectually well-informed, socially concerned, emotionally balanced, physically well-developed and culturally accomplished. Thus, the Institution intends to act as catalyst to inculcate values of high morale in the individuals associated with it.

The world now a days is running at a superfast speed and if it continues so, no place will be left for humanity. People stay connected with strangers through social media and interact with them and show concern to their problems and issues but turn a blind eye towards the grievances of the neighbour. The values on which our country is so proud of are degrading day by day. Our most cherished heritage, our culture and our values which mark our presence in the world is taking a step back. If this decadence perseveres, our great nation will fade into oblivion. Therefore, it has become a mandate to infuse values into the students so that we can save the fate of our nation and humanity.

Objectives of the Practice

We aim to achieve many objectives by integrating values in our students such as:

- To awaken the soul of the students.
- To make the students compassionate towards other human beings.
- To develop altruistic behaviour among students.
- To preserve the rich heritage of the country by educating the students about it.
- To prepare the students towards sustainable future and allow harmonious personality development by providing many opportunities.
- To create socially aware and considerate students who are willing to take up the strenuous task of upholding the values of the society.
- To sensitize the students towards various apathies of the society and encourage them to be a part of the solution.
- To develop responsible citizens who works towards the development of the country.

The Practice

Our Institutions vision and mission has strongly inscribed about the inculcation of values among students. Right from entry level to the terminal level, the Institution is actively engaged in practicing and inculcating the values among students through various curricular and co curricular activities.

The merit based admission process by the affiliating university apprehends the values of truthfulness, honesty, transparency and democracy at the entry level. The detailed merit list is displayed on the university website and in case of any discrepancy it is solved without any bias. The administrative work at the Institution also abides by the values by following a foolproof systematic code of conduct in providing admission to the entrant without any personal recommendations. It ensures fair trail to all. The documents are verified and authenticated by a team of faculty to culminate any

misconduct. Values of coordination, cooperation, efficiency, discipline, hard work and tolerance mark the achievement of success in carrying out the admission process in the Institution.

The session commences with the orientation schedules which concentrates the student teachers thoughts towards the infusion of basic values of respect, discipline, morality, humanity, cooperation, competition, leadership and freedom. To provide the student teachers knowledge, awareness, understanding, skills, attitude and appreciation about the course content the faculty members from respective streams effectively and compassionately teach them. The classroom is the arena where a teacher along with his most strategic tools exhibits his talent and creates magic. Their sympathetic, friendly and committed attitude reflects the nature of the Institution and its morals which we need to inculcate among the student teachers. Their actions reflect upon the actions of their teacher. They try to imitate their teachers and thus, the teachers of the Institution are always infusing good values and ethics.

The curriculum prescribed by the affiliating university too emphasizes upon value based education. Various topics in core subjects and methodology subjects helps in bringing out good qualities in students like national integration, internationalism, brotherhood, women empowerment, globalization and psychology of individuals. Values precede spirituality and serenity which is conceived by connecting with the almighty. Hawan Yajna celebration is a regular feature of the Institution every year for seeking the divine blessings of the Almighty for successful completion of the sessions ahead. The chanting of mantras along with the sacred fire purifies the whole environment, brings peace and calmness to the body and mind. Positive thoughts, words and actions then pave the way for further success.

The Institution conducts weekly morning assemblies in which the prayers is sung as it gives us the chance to express our gratitude for the things Almighty has provided. It instills in us the spiritual and religious values which motivate to lead a life of truth and

purity. Gayatri mantra is recited to develop faith in the divine, infinite and supreme power and thought for the day is presented to motivate all to examine their commitment to improving themselves through the lifelong journey of education. Organizing morning assembly is a potential to nurture a positive Institutional ethos that stresses care for the self, others and the pursuit of all forms of excellence with idea of instilling values among students. The students acquire various values by independent management and organization of the morning assembly. The students learn the value of cooperation, coordination, leadership and compassion. Students present various items like speech, poem, song, one act play and dance. There is always a theme to the morning assembly like 'save girl child', 'save environment', 'women empowerment', 'patriotism', 'ethics' and 'life skills'. These help inculcate social and civic values among the listeners.

A healthy mind resides in a healthy body. To keep student teachers active and energetic, regular training is provided to them in health and physical education. There is provision of optional paper Health Education in paper B3 (b) and Teaching of Physical Education that focuses on developing deep insight into various components of good health. The Institution organizes Athletic day every year in which students exhibit their abilities in different track and field events. Moreover, Yoga classes and meditation are organized that provide physical and mental training along with developing spiritual values.

Various clubs, committees and cells of the college have enlisted students as integral members. They work in coordination with other members and bring out the best in them. Such activities have imbedded good values and qualities into them. The Institution has conducted various activities like mehendi competition, poem recitation and poster making competition. These activities develop the aesthetic sense of the students and they learn to appreciate the beauty in life. The value of cooperation, competition, hard work, patience and social skills is infused.

The Institution undertakes the responsibility of awakening the students and enlightening them about various social problems. Various activities like seminar on Sukanya Samridhi Yojna, Swachh Bharat Abhiyan, a rally on 'Beti Bachao, Beti Padhao', Blood Donation Camp, Tree Plantation etc. are organized to instill societal values among the students where they become compassionate about societal problems and needs and are motivated to do something good for the society. Kindness, compassion and sympathy are the pearls that bind the string of society together. The seminars organized in collaboration with A4C NGO have enabled to know about the various human rights and their values, the democratic values and tolerance.

Various extension lectures help fulfill the objective of developing values among the students. Experts from outside the Institution come and share their knowledge and experiences with the students. Various topics on 'Gandhian Philosophy', 'Freedom Movement', 'Emotional Intelligence', 'Anger Management', 'Child and Parental Relationship', 'Peace and Values', 'Parental Involvement', 'Behaviour Therapy' and 'Stress Management' were discussed. The Resource Persons share their expertise and experiences and motivate the students to develop moral, ethical, expertise, responsibility and excellence values.

Regular visits to J.S.S. Ashakiran School for Mentally Challenged Children help the student teachers to understand the importance of human life and ways to cherish it. They gather firsthand experience of the problems of such children and learn to manage such students. Students learn about many skills and attributes of human nature by visiting such Institutions. The values of cooperation, empathy, equality, optimism, care, responsibility, generosity and forgiveness are developed. Every year picnics and trips are organised to places of scientific or religious importance to develop the values of respect, joy, independence, cooperation, leadership, etc.

The Institution has adopted a nearby village (Village Adamwal) where the students conduct various activities which inculcate value of social responsibility among the

villagers. While interacting with the villagers, the students learn from real life experiences. They think of the miseries of others and become compassionate and sympathetic. They endeavour to become good citizens who will wipe out the veil and misery from the community and fulfill the purpose of life.

The Institution aims to achieve holistic development of the personality of the student, they are encouraged to participate in various cultural activities like talent hunt, Panjab University Zonal youth and Heritage Festival, skill in teaching and teaching aids preparation competition, blood donation camp, celebration of Maat Bhasha Diwas etc. When students participate in such activities, the Institution aims to nurture motivation, well being, self confidence, strong will power and optimistic attitude among the students.

The overall environment of the Institution is entrenched with high level values promoted by Maharishi Dayanand Saraswati. We are preparing future ready citizens by acclimatizing them to technology but not on the risk of producing idiots who do not cherish humanity. The efficiency of the Institution is displayed by the fact that we dexterously manage to maintain equilibrium between producing tech savvy students and inculcating values in them.

Obstacles Faced

The Institution faces following roadblocks on the path of value in culcation:

- It is difficult to manage time between normal classroom teaching and organizing various activities designed for the purpose.
- Coordination with various extraneous agents like resource persons, social Institutions and NGOs sometimes become tedious.

Strategies Adopted

To overcome the obstacles faced by the Institution to proceed with the practice following measures are undertaken:

- In the beginning of the session an academic calendar is framed to specify the activities to be conducted with month and date. This solves the problem of time allotment for conducting the activities.
- To ease out the process of calling resource person to deliver extension lectures, the duty is assigned to research and extension society of the Institution. The resource persons are provided with TA/DA so that they are motivated to visit again.
- MOU is signed with various organizations and NGOs to allow easy conduct of activities like PRKM Modern Hospital, A4C and J.S.S. Ashakiran School for Mentally Challenged Children.

Impact

The main aim of education is to enlighten the soul and empower the mind. By inculcating good values among students, the Institution works to achieve this aim. The impact of this practice is quite evident in the Institution as the outgoing student teachers are compassionate, sympathetic and good citizens. They are well informed about social evils and ways to culminate them. They are always ready to work for the welfare of society.

The faculty has observed the impact of the practice on the students by noticing their behaviour during teaching practice, i.e., how they deal with school students and cater to their needs reflect on the achievement of the programme. The impact is also observed through the feedback they provide by revisiting the Institution as alumni. They share their experiences regarding the Institution, the faculty, the teaching learning process, the environment that enabled them to reach their goals with success. Teacher happiness has no words when s/he comes to know about the achievements of his students and this is what often happens with the teachers of this Institution. It reflects on the teaching and the impact this Institution had created in the students through indoctrination of values- the ultimate of life. We Endeavour to create a garden of flowers whose fragrance will spread to every nook and corner of the world with goodness and purity.

Resources Required

- Human resources like management, Principal, teachers and students.
- Collaborations with other Institutions.
- Value based curriculum
- Material resources like reading material available in the library.

Contact Detail

IQAC

MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

[illegible]

VALUE FRAMEWORK FOR ASSESSMENT OF HIGHER EDUCATION INSTITUTION AND SUGGESTED PARAMETERS

S. No	Values/Goals	Suggested Parameters/Activities
1	Contribution to National Development	<ul style="list-style-type: none"> • Providing quality teacher education programme contributing towards national development through effective quality inputs and processes. • All round harmonious development of teachers through curricular, co-curricular and extracurricular activities. • Producing competent, committed, skilled, confident and self reliant teachers for contributing towards knowledge society through effective instructional strategies. • Developing national and international integration through value development programmes. • Channelizing the academic excellence of the teachers for economic development of the nation through education. • Inculcating technologically fervent teachers for national and international competition through ICT training. • Developing research expertise, attitude and skills through guidance and training for national contribution.
2	Fostering Global Competencies among Students	<ul style="list-style-type: none"> • Training teachers through innovative techniques for developing academic excellence, value orientation, and compassion to face the global competencies. • Developing generic, technological, practical, research skills to compete at the global level.

		<ul style="list-style-type: none"> • Developing life skills through education and training for overall adjustment. • Publication and participation in conferences, seminars, workshops, for developing global competencies.
3	Inculcating Value System in students	<ul style="list-style-type: none"> • Organizing morning assemblies to inculcate moral, spiritual, ethical, social values. • Celebration of National and International days for developing universal brotherhood, love, sympathy and co-operation. • Conducting extension lectures for inculcating intellectual, emotional, social moral, democratic values. • Organizing Blood donation camp to instil the human values of oneness, love, compassion, kindness and service to mankind.
4	Promoting the use of Technology	<ul style="list-style-type: none"> • ICT Enriched classrooms for providing technological knowledge and skills. • Internet and Wi-Fi facilities enabled library, computer and micro teaching labs. • Provision of N-List and OPAC programme in the library. • Extensive education and training programmes for promoting the use of technology like computers, projectors, OHP, etc. • Conducting technology integrated activities for handling of technology and developing tech savvy skills.

5	Quest for Excellence	<ul style="list-style-type: none">• A sound feedback to check the realization of vision, mission and objectives.• Structured feedback from alumni, parents and students.• Establishment of IQAC cell for quality enhancement of the Institution.• SWOT analysis and improvement.• Practicing best practices.• Continuous comprehensive evaluation.• Developing benchmarks of excellence.
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Declaration by the Head of the Institution

I certify that that the data included in this Self-Appraisal Report (SAR) are true to the best of my knowledge. This SAR is prepared by the Institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SAR during the Peer Team visit.

DATE: 03.06.2016

PLACE: HOSHIARPUR


Principal
PRINCIPAL
D.A.V. College of Education
Hoshiarpur (Pb.)
(Name and signature with office seal)